

Stepping Stones

Name _____

Class _____



Noordhoff Uitgevers



Stepping Stones

4 vmbo-gt

Activity Book A

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Vijfde editie

Noordhoff Uitgevers

Stepping Stones 4 vmbo-gt bestaat uit:

- *Textbook* = bronnenboek
- *Activity Books 4A en 4B*
- *Stepping Stones online*, met
 - voor de leerling: onder andere al het audio- en videomateriaal
 - extra voor de docent: onder andere toetsen, tapescripts, uitwerkingen en een presentatietool voor het digitale schoolbord

Wij besteden veel zorg aan de ontwikkeling van onze leermiddelen en doen er alles aan om fouten te voorkomen. Mocht u onverhoopt toch een fout tegenkomen, dan kunt u dit per mail doorgeven aan steppingstones@noordhoff.nl.

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ERK leerdoelen

Uitleg van de symbolen



Bij deze opdracht ga je luisteren.



Bij deze opdracht ga je een videoclip bekijken.



Ga naar *Stepping Stones online* voor meer opdrachten.



Deze opdracht doe je met zijn tweeën.



Deze opdracht doe je in een groepje.



Deze opdracht is voor je taalportfolio.

Instructions used

Boven elke opdracht staat in een Engelse zin wat je moet doen. Als je niet begrijpt wat je bij een opdracht moet doen, kijk je in deze lijst. Na een tijdje ken je waarschijnlijk al deze zinnen.

Answer the questions
Choose the correct alternative
Choose the correct answer
Choose the correct sentences
Choose the odd one out
Complete the article
Complete the dialogue
Complete the email
Complete the form
Complete the forum
Complete the interview
Complete the sentences
Complete the *Stone*
Complete the text
Correct the mistakes
Do the quiz
Fill in
Fill in the fact file
Fill in the grid
Fill in the mind map
Fill in the words
Guess the words
Make the correct combinations
Play the role
Put in the correct order
Say it in English
Solve the puzzle
Talk to a classmate
Tick the boxes
True or false?
Write down the instructions
Write (down) the questions
Write (down) the sentences
Write (down) the words
Write an application letter
Write an email
Write down
Write the CV

Beantwoord de vragen
Kies de juiste mogelijkheid
Kies het juiste antwoord
Kies de juiste zinnen
Kies het woord dat er niet bij past
Maak het artikel af
Maak het gesprek af
Maak de e-mail af
Maak het formulier af
Maak het forum af
Maak het interview af
Maak de zinnen af
Maak de Stone af
Maak de tekst af
Verbeter de fouten
Doe de quiz
Vul in
Vul de fact file in
Vul het schema in
Vul de woordspin in
Vul de woorden in
Raad de woorden
Maak de juiste combinaties
Speel de rol
Zet in de juiste volgorde
Zeg het in het Engels
Los de puzzel op
Praat met een klasgenoot
Kruis de hokjes aan
Waar of niet waar?
Schrijf de instructies (op)
Schrijf de vragen (op)
Schrijf de zinnen (op)
Schrijf de woorden (op)
Schrijf een sollicitatiebrief
Schrijf een e-mail
Schrijf op
Schrijf het cv (curriculum vitae)

Grammatical terms

Belangrijke woordsoorten

(hoofd)werkwoord (ww) = verb

George **is** 13 years old.

hulpwerkwoord (hww) = auxiliary verb

I **can** help.

Of course you **may** use my phone.

We **could** play a game.

You **should** do your homework.

We **have to** write a book report.

infinitief/hele werkwoord = infinitive

Do you need a hand? I'm happy to **help**.

zelfstandig naamwoord (zn) = noun

Our **car** is blue.

bijvoeglijk naamwoord (bn) = adjective

We have got a **big** house.

bijwoord (bw) = adverb

My trainers are **bright** blue.

lidwoord (lw) = article

My brother has got **a** leather jacket.

Zinsontleding

onderwerp (ow) = subject

We could give him a new video game.
(*wie/wat + gezegde?*)

persoonsvorm (pv) = finite verb

She **walks** home every day.
(*enkelvoud, tegenwoordige tijd*)

She **walked** home every day.
(*enkelvoud, verleden tijd*)

gezegde = predicate

We **could give** him a new video game.



lijdend voorwerp (lv) = direct object

We could give him **a new video game**.
(*wie/wat + gezegde + onderwerp?*)

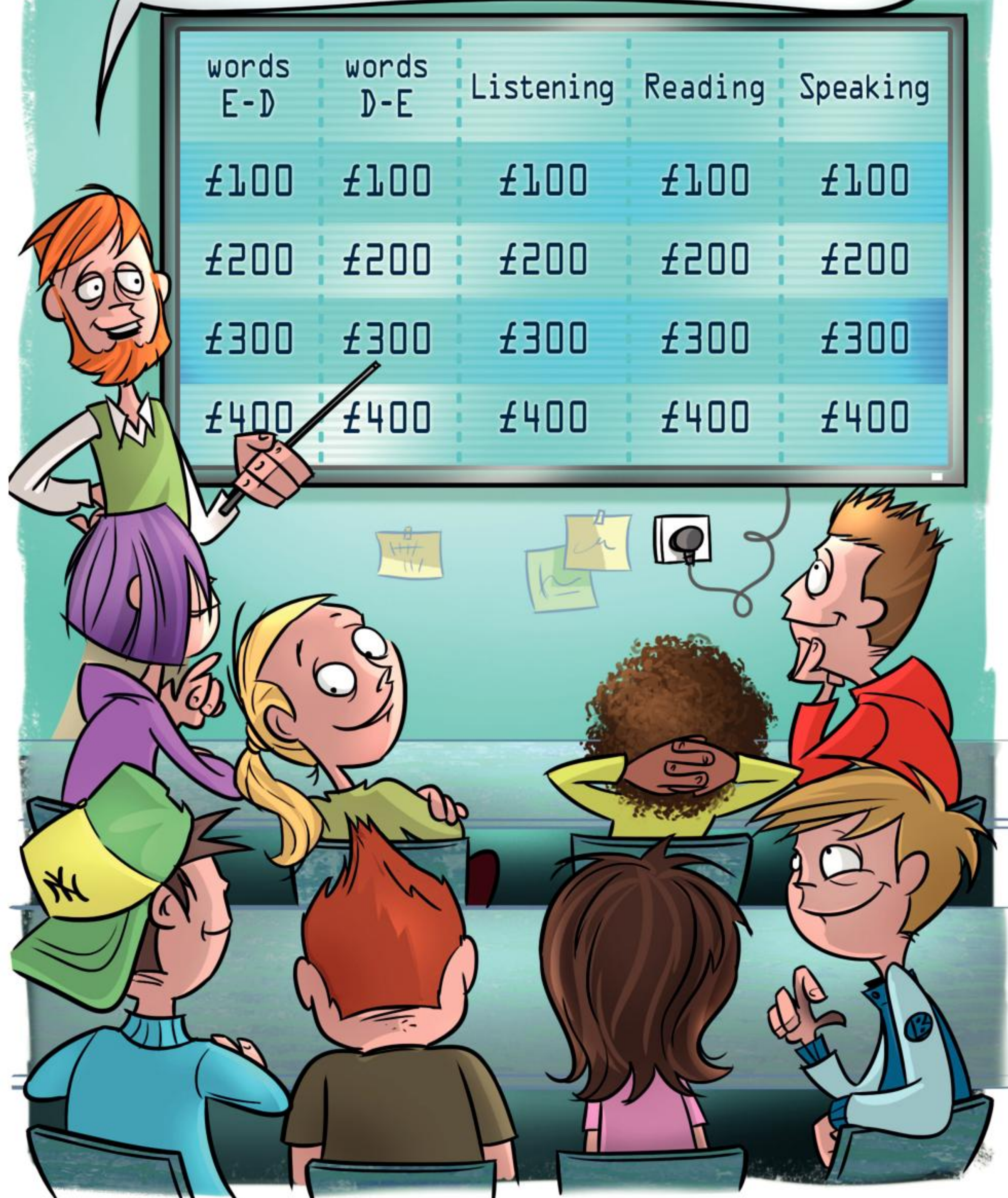
meewerkend voorwerp (mv) = indirect object


We could give **him** a new video game.
(*aan/voor wie + gezegde + onderwerp + lijdend voorwerp?*)

Show what you know

-  The *Show what you know* is a quiz that you can do with your classmates, under the supervision of your teacher.
-  You can also do the *Show what you know* in *Stepping Stones* online

Show what you know. Choose a category, answer the question... and win!



-  After you've done the *Show what you know*, you can practise some more in *Bridging the Gap: Year 3* on page 126 of your Activity Book.



1

Just for laughs

When you have finished the exercises in this theme...

you can

- talk about funny experiences
- recommend something
- ask for and give detailed information
- A2 briefly and simply describe events, past activities and personal experiences
- A2 tell a story and describe something

you understand

- words to do with jokes and humour
- words to do with stories

you know

- how to use the *past simple*, *present perfect* and *past continuous*
- how to use *negations* and *(negative) questions*

Test Yourself

Do the *Test Yourself* at the end of the theme (in your *Activity Book* or in *Stepping Stones online*) and check whether you're ready for the test.

Reading/listening: A2 / B1 A2
Speaking/writing: A2



A

LISTENING

1 Answer the questions

Read *What goes around, comes around* on page 8 of your *Textbook*. Answer the questions.

Strategy In this exercise you will practise *preparing for listening* (voorbereiden). Think about what you already know about the topic and read the questions in your *Activity Book*. Try to figure out what the fragment will be about.

1 Who could the person be that Jill and Ahmed are talking about?

2 Why do you think they want to 'teach him a lesson'?

3 Who could Mr Walker be?

4 Have you ever done or heard of a prank at school? Write it down.



2 Make the correct combinations

Read the sentences below carefully. Then listen to *What goes around, comes around*. Make correct combinations by drawing lines. The first parts of the sentences on the left are in the order of the text. There is one answer on the right that you don't use. There are no pauses.

1	Brian is someone who	because his phone was OK.
2	Brian was seriously warned	and came back with the headmaster.
3	Mr Walker	explained the reason for the prank.
4	Brian was furious	immediately wanted to take part in a prank.
5	Brian was very surprised	because of his constant phone abuse.
6	Jill	after he saw his phone was demolished.
		often makes fun of others.

3 Write down the words

Look at *Theme words* on page 8 of your *Textbook*. Write the letters in the correct order to make *Theme words*. Then write the Dutch translation behind each word.

	Theme word	Dutch translation
1	ot chckule	_____
2	kryiuq	_____
3	ot aseet	_____
4	eenk-prapsle	_____
5	fimshice	_____
6	ot ludiriec	_____
7	taliccarp ejok	_____
8	ot krmsi	_____
9	tywit	_____

4 Fill in the words

Fill in the missing *Theme words*. Use the words below.

to crack up – foolish – infectious – to giggle – to kid – to prank – wacky

Yesterday my best friend Gabrielle and I wanted (1) _____ our History teacher Mr Graham. He always wants (2) _____ us in class, so we thought it was time to give him some of his own medicine! Everything was set and we were really looking forward to it! When we entered the classroom, I really tried not (4) _____. Gabrielle has an (3) _____ laugh so if she started to laugh I knew I wouldn't be able to keep quiet.

We thought of a real (5) _____ joke so you can imagine we couldn't wait for class to start. But then Mr Graham began his lesson by telling us that we had a test. Can you believe that! Gabrielle and I tried not (6) _____ because we really thought he was joking... Unfortunately he wasn't... We had totally forgotten about the test! We felt really (7) _____! So in the end, we took the test and couldn't pull off our practical joke. Fortunately, we have another history class again tomorrow...



For more *Theme Words* practice go to *Stepping Stones online*.

5 Answer the questions

Look at *The Tonight Show with Jimmy Fallon* on page 9 of your *Textbook*, but don't read the whole text yet. Read the title, subheadings and the first paragraph.

Strategy In this exercise you will practise *exploring a text* (oriënterend lezen). By doing this, you can find out a text's topic. Look at what type of text it is, and look at pictures, lists and diagrams. Read the title, subheadings and the first paragraph.

1 What do you see in the photo?

2 What kind of text do you think this is?

- ☐ information brochure
- ☐ magazine article
- ☐ television review
- ☐ scientific article

3 Now read the subheadings. Indicate what subjects you expect to find in the text.

- ☐ the history of *The Tonight Show*
- ☐ some former presenters of the show
- ☐ information about different parts of the show
- ☐ information about Fallon's career
- ☐ celebrity guests on the show
- ☐ how the jokes are made at Fallon's show
- ☐ the people who work at the show
- ☐ prizes the show has won

4 Now read the text. Correct your answers to question 3 if necessary.

6 True or false?

Read *The Tonight Show with Jimmy Fallon*. Indicate whether the statements are true or false. Then correct the sentences that are false.

	true	false
1 Being the host of <i>The Tonight show</i> is a respectable job.	<input type="checkbox"/>	<input type="checkbox"/>
2 <i>The Tonight Show</i> has been broadcasted every weekend since the 1950s.	<input type="checkbox"/>	<input type="checkbox"/>
3 The show is known for its silly humor and short funny performances.	<input type="checkbox"/>	<input type="checkbox"/>
4 Fallon had a dessert named after him and made a sketch about it.	<input type="checkbox"/>	<input type="checkbox"/>
5 Seth Meyers is one of the writers for <i>The Tonight Show</i> with little acting experience.	<input type="checkbox"/>	<input type="checkbox"/>
6 Authors share their ideas the day before the show is aired.	<input type="checkbox"/>	<input type="checkbox"/>



C

READING

7 Choose the correct answer

Read *The Tonight Show with Jimmy Fallon* again. Choose the correct answer.

- 1 What does the beginning of the show look like? It usually starts with...
A ☐ a sketch about Fallon's own life.
B ☐ a song by Fallon's in-house band.
C ☐ Fallon making funny comments about the news.
- 2 What is said about the sketches on *The Tonight Show*?
A ☐ Fallon usually impersonates a celebrity in the sketches.
B ☐ Most of the time a famous person participates in it.
C ☐ The sketches are mostly shot in public places such as shops.
- 3 Which statement about the sketch at the ice cream show is **NOT** true?
A ☐ After the sketch the customers were invited to attend *The Tonight Show*.
B ☐ Customers at the shop were secretly filmed.
C ☐ Fallon was operating the robot that fed the customers.
- 4 What does Meyers stress about working in Fallon's team?
A ☐ Only comedians who can act well can come up with good sketches.
B ☐ Open-mindedness and teamwork are essential.
C ☐ The most important aspect is rehearsing the sketches.
- 5 What is said about the jokes and sketches Fallon's creative team come up with?
A ☐ Authors write some of their jokes based on the news.
B ☐ The team votes on which sketches and jokes they will use on the show.
C ☐ They write most of the jokes shortly before the show begins.
- 6 'Yes, sometimes it's tough being funny...' (last sentence, paragraph 4).
What does the author mean with this sentence?
A ☐ Meyers dislikes the fact he appears in so few sketches himself.
B ☐ Sometimes only a few of Meyer's jokes are used for the show.
C ☐ The entire team has the responsibility in deciding which jokes will be used.

8 Write the sentences

Study *Stone 1* on page 10 of your *Textbook*. Have a look at the pictures.

Write a sentence below each picture using the clues in brackets.



(twee weken geleden – naar bioscoop – onverwachts)



(zag – vrouw – met kleren aan – rivier)

D

SPEAKING WRITING



(geloof het of niet – ik zag – ook – rivier)



(werd duidelijk – ze filmde dit – voor reclamespotje)



9 Tell the story

Work together with a classmate. You are going to tell each other a (funny) story. Choose one of the following situations, but not the same one:

- A** Je ziet de scheidsrechter (*umpire*) van zijn stoel vallen tijdens een tenniswedstrijd. De scheidsrechter kan erom lachen en legt uit dat hij niet goed keek waar hij ging zitten. Het voorval is ook gefilmd en wordt veel geliket op internet.
- B** Je bent verkleed op een feest gekomen, maar het blijkt dat het geen gekostumeerd feest is, maar een gewoon feest. Je kunt wel lachen om dit misverstand.
- C** Je wordt op straat aangesproken door een vreemde die je voor iemand anders aanziet. Je moet je uiterste best doen om hem/haar ervan te overtuigen dat je niet die persoon bent. Je bent verbaasd dat het zo veel moeite kost om de ander te overtuigen.
- D** Je stuurt per ongeluk een bericht naar de verkeerde persoon. De tekstinhoud was zeker niet bedoeld voor deze persoon. Je schaamt je een beetje voor deze vergissing.

Fill in the grid below. Use English keywords.

location	
time	
what happened?	
what was funny about it?	
how did you and other people react?	

- Prepare your funny story. Use *Stone 1*.
- Use all the information from the grid.
- Tell your funny story.

After you've finished, your classmate will tell his/her story.



10 Write the story

For every school newspaper a pupil is asked to write a funny, unusual or memorable story about something they have experienced. This time it's your turn. If you can't think of something that really happened to you then you can make up a story.

Write down:

- when it happened
- what happened
- what made it so special
- how people reacted
- how you feel about it now

Write at least eight sentences. Use *Stone 1*.



For more *Stones* practice go to *Stepping Stones online*.

11 Choose the correct alternative

Study *Grammar 1* on page 11 of your *Textbook*. Circle the correct verbs.

- 1 Last weekend the show *won / has won* the award for Best New Comedy.
- 2 Mr Bean *was / has been* one of England's comedy icons since the nineties.
- 3 Were you watching a comedy show on TV while I *did / was doing* my homework?
- 4 I *didn't see / haven't seen* any new *The Simpsons* episodes for a month now.
- 5 I'm sure I *already heard / have already heard* that joke many times before.
- 6 Quinn is quite a funny guy, but he *didn't make / hasn't made* any jokes last night.
- 7 I *never liked / have never liked* stand-up comedy because it just isn't much fun in my opinion.
- 8 What *have you laughed / were you laughing* about when you were on the phone with Laura?

12 Complete the forum

Complete the forum by filling in the correct form of the verb. Sometimes you can fill in more than one form. Use *Grammar 1*.

[Back](#)
[Forward](#)
[Stop](#)
[Refresh](#)
[Home](#)
[Search](#)
[Favorites](#)
[History](#)
[Mail](#)
[Print](#)

[Agenda](#) |
 [Restaurants](#) |
 [Drinks](#) |
 [Magazines](#) |
 [Forum](#)

Topic: What's your favourite comedy series?

Zach_Gary

Posted at 10:58 am on September 16

I am a big fan of *Modern Family*. It

(1) _____ (be) my favourite programme since I don't know when.

Another all-time favourite is *The Big Bang Theory*. I think I

(2) _____ (see) every episode of it!

What shows do you like?

TreyP16

Posted at 7:58 am on September 17

South Park is *the* show for me. Comedy Central

(3) _____ (run) a marathon of South Park episodes last night. My best friend and I (4) _____ (stay up) really late to watch all of them. Boy did we laugh! I (5) _____ (not have) so much fun in a long, long time. We (6) _____ (watch) the last cartoon when my mother came downstairs, telling us to go to bed! It was already three in the morning!

Carol_L

Posted at 10:17 am on September 17

I don't know about you guys, but I think *The Simpsons* are still pretty awesome. Another must-see is *Scrubs*. I don't know if you

(7) _____ (ever hear) of that show but it's hilarious. It's about a group of nurses and doctors in a hospital.

I (8) _____ (*not think*) humour and hospitals could go well together, but this show proves it is possible. My sister and I (9) _____ (*buy*) the *Scrubs* DVD set last week and now we're binge watching. Too bad *Futurama* is not on TV anymore. I really liked that show. What (10) _____ (*the producers – think*) when they cancelled that show? Maybe I should order this series as well ;-)



For more *Grammar* practice go to *Stepping Stones online*.

13 Answer the questions

Read *London Laughter Club* on page 11 of your Textbook. Answer the questions.

1 What do the members of the 'Laughter Club' in London do?

2 Write down three reasons why laughter is good for you.

3 What sort of things do you laugh about the most?

14 True or false?

First read the sentences below, then watch *The Laughter Club*. Indicate if the sentences are true or false. There are no pauses.

Strategy In this exercise you will practise *watching and listening intently* (intensief luisteren). Listen to the fragment and try to understand all the information.

	true	false
1 Laughter has no physical effects on someone.	<input type="checkbox"/>	<input type="checkbox"/>
2 Laughter is good for your physical and mental health.	<input type="checkbox"/>	<input type="checkbox"/>
3 You will feel less tense when you laugh a lot.	<input type="checkbox"/>	<input type="checkbox"/>
4 Julie Whitehead blames the media for making fun of the Laughter Club.	<input type="checkbox"/>	<input type="checkbox"/>
5 Julie Whitehead thinks there is a real need to look at good things in life.	<input type="checkbox"/>	<input type="checkbox"/>
6 The young woman says she can sleep better when she laughs a lot.	<input type="checkbox"/>	<input type="checkbox"/>
7 The boy is quite positive about the Laughter Club.	<input type="checkbox"/>	<input type="checkbox"/>
8 The man says most Londoners don't like laughing.	<input type="checkbox"/>	<input type="checkbox"/>



G

LISTENING



15 Complete the sentences

Read *A good laugh* on page 12 of your *Textbook*. Work together with a classmate. Finish the sentences together in English.

- 1 A stand-up comedian is someone who _____
- 2 Two things Jimmy Kerr deals with in his show are _____
- 3 Some stand-up comedians I know are _____
- 4 In my eyes, the best comedian is _____
- 5 The funniest jokes by stand up comedians are about _____



16 Tick the boxes

Read the sentences below carefully. Then listen to *A good laugh*. Tick the sentences that are true. There are no pauses.

Strategy In this exercise you will practise *listening globally* (globaal luisteren). You should only try to find out the most important information. You don't have to understand each word.

- ☐ The pupil in the joke was angry with his teacher.
- ☐ Luke listens to Jimmy Kerr's podcasts quite a lot.
- ☐ Jimmy Kerr was very embarrassed about something his mother once did.
- ☐ Luke can pay for the tickets because he just got a new job.
- ☐ Stan won a prize in a sort of lottery when he bought the tickets.
- ☐ Stan especially liked the fact that a woman took part in Jimmy's show.
- ☐ Jimmy Kerr gets most of his ideas from people he interviews wherever he goes.
- ☐ Kerr's breakthrough came when he started posting his shows on the internet.
- ☐ Stan says he will also subscribe to Jimmy's podcasts.
- ☐ Jimmy Kerr explains that his shows can be helpful to some people.

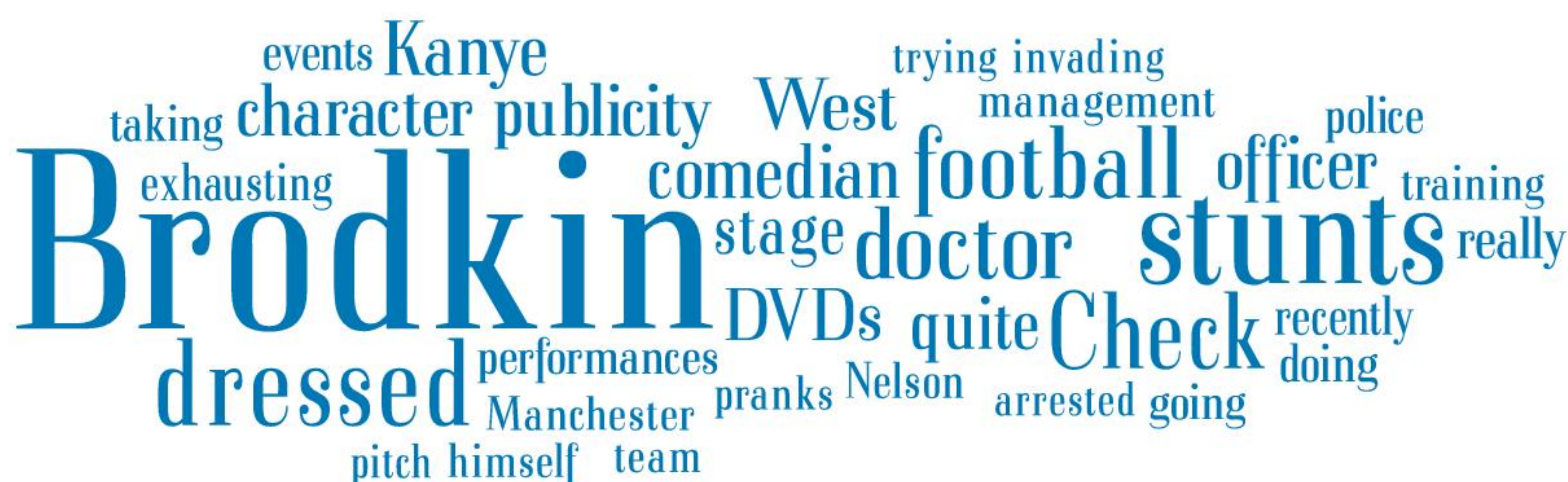
H

READING

17 Answer the questions

Look at *A professional prankster* on page 12 of your *Textbook*, but don't read the whole text yet. On the next page you see a *Wordle* of this text. The more often a word is used in the text, the bigger it is printed in the *Wordle*.

Strategy In this exercise you will practise *preparing for a text* (voorbereiden). Think about what you already know about the text's topic, and read the questions below. Try to figure out what the text will be about.



1 What do you think this text is about? Use two sentences.

2 Now read *A professional prankster*. Did you predict the topic of the text correctly?

☐ yes ☐ no

18 Answer the questions

Read *A professional prankster* again. Tick the correct answers or answer the questions in Dutch. Use your dictionary if necessary.

1 'Comedian Simon Brodkin has made quite a name for himself with his pranks at public events'.

Schrijf de nummers op van de alinea's waar deze 'public events' worden beschreven.

2 Which different styles of 'comedy' does Brodkin use?

3 'Brodkin himself thought the prank was quite harmless' (alinea 2).

Uit welke zin (alinea 2) blijkt dat de grap wel degelijk gevolgen had?

Citeer (schrijf over uit de tekst) de eerste en de laatste twee woorden van deze zin.

4 Was Brodkin's performance at Glastonbury a success or not? Why (not)? (paragraph 4)

5 Indicate whether the statements are true or false according to paragraph 5.

true false

1 Brodkin had hired two actors pretending to be police officers.

☐
☐

2 Brodkin was arrested for selling his DVDs at the shop.

☐
☐

3 There was a misunderstanding about Brodkin having stolen a DVD.

☐
☐

6 What is the function of paragraph 7?

A ☐ It explains the point made in paragraph 6.

B ☐ It gives an example of the point made in paragraph 6.

C ☐ It partly contradicts the point made in paragraph 6.

D ☐ It summarises the point made in paragraph 6.

19 Write the text

Read *A professional prankster*. Write a short text about Simon Brodtkin in Dutch. Make sure the text includes:

- his former career and why he quit it
- his best tricks
- his stage names
- what people close to him think of his pranks
- why you think he is (not) funny

Use 100-120 words for your text.

20 Write the sentences

Study *Stone 2* on page 14 of your *Textbook*. Use a phrase from each box to write a sentence. Cross out the phrases you have used. Then write down the Dutch translation for each sentence.

I wouldn't watch this film – You must see his stand-up show – You shouldn't watch that comedian's performance – The spin-off of the series follows – If cartoons are your thing,

you should check out these new Family Guy episodes. – because his impressions of pop stars are great. – the adventures of an almost-famous actor. – because his jokes are boring. – because the storyline is silly and predictable.

1 EN _____
NL _____

2 EN _____
NL _____

3 EN _____
NL _____

4 EN _____
NL _____

5 EN _____
NL _____

21 Complete the conversations

Study *Stone 3* on page 14 of your *Textbook*. Write correct questions and answers. Use the clues between brackets.

I
SPEAKING
WRITING

(soort grappen – die cabaretier?)

(kunnen – iets vertellen – deze entertainer?)

(meer vertellen – rekwisieten – gebruikten acteurs – op toneel staan?)

(had – die actrice – niet – gastoptreden – dagelijkse praatprogramma?)

(hij – commentaar op – humoristische nieuwsverhalen)

(ze – bizarre kostuums en betreft publiek – tijdens optredens)

(ze – grote poppen en Afrikaanse maskers – tijdens optredens)

Yes, she did. _____

(neemt op de hak – beroemdheden en de presentator van de show)

 Now act out the conversations with a classmate.

22 Write the email

You've just received an email from a friend who lives abroad. First read the email below.

<u>S</u> end	<u>Q</u> uote	<u>A</u> ddress	<u>A</u> ttach	<u>O</u> ptions	<u>S</u> pelling	<u>S</u> ave	<u>S</u> ecurity	<u>S</u> top
To:	<input type="text"/>							
Subject:	Your favourite series							
<p>Hi,</p> <p>How are you? I have just finished my last exams so now it's time for me to relax.</p> <p>I have got some time to catch up on new series. In our last Skype talk you mentioned a series you enjoyed watching. I forgot what it was about... I do remember you were quite enthusiastic about it. What was it again and can you tell me more about it?</p> <p>There are so many series you can stream nowadays and I kind of lost track of which ones are worth seeing. Are there any other series you can recommend? Could you tell me what they are about and why they're worth seeing?</p> <p>Bye, David</p>								

Write an email back to David. Answer his questions about the series. Write at least eight sentences. Use *Stones 2* and *3*.

Hi David,



23 Play the role

Work with a classmate. Decide who is pupil A and who is pupil B.

Pupil A speech card 13

Pupil B speech card 2

Look up your speech card in *Talking Matters* at the back of your *Activity Book*.



For more *Stones* practice go to *Stepping Stones online*.

24 Write the sentences

Study *Grammar 2* on page 15 of your *Textbook*. Turn the sentences below into negative sentences. Use *negations* (ontkenningen).

- 1 My uncle knows everything about Mr Bean.

My uncle doesn't know everything about Mr Bean.

- 2 I have heard of that name before.

- 3 They have got the same sense of humour.

- 4 My parents fell for my April Fools prank.

- 5 This film has a funny ending.

- 6 The comedian was entertaining the crowd with his jokes.

- 7 He was the lead actor in the series.

- 8 Comedy Fest will take place in the concert hall.

25 Write the questions

Study *Grammar 3* on page 15 of your *Textbook*. Write down correct questions and negative questions. Use the clues between brackets.

- 1 (*they – have got – not*) _____ a clue what she's talking about?

- 2 (*I – tell – not*) _____ you his last show was brilliant?

– No, you didn't.

- 3 (*he – really – think*) _____ women aren't funny?

- 4 (*he – can – explain – not*) _____ what slap stick humour is about?

- 5 (*they – be – not*) _____ part of a comedy team in the 1990s?

- 6 (*you – agree – not*) _____ with him that humour cannot be explained?

- 7 (*he – be – always*) _____ the funny one at home?

- 8 (*you – be going to – buy – not*) _____ tickets for the comedy festival tomorrow?

26 Complete the dialogue

Complete the dialogue. Fill in the correct questions and negations. Use the clues between brackets and *Grammar 2* and 3.

Belinda: Hey Steve. How are you? How was your day at work?

Steve: Great actually. Today I had to work in the supply room with Mark.

It (1) _____ (*not – be*) my favourite job as the work is quite boring usually.

But not with him. He has great stories to tell and he's got a unique sense of humour. I must say I (2) _____ (*get – not – always*) get his jokes, but it's fun working with him anyway.

Belinda: (3) _____ (*you – can – tell*) me a bit more about him? Oh wait, I think you've mentioned him before. (4) _____ (*he – be – not*) your new colleague?

Steve: Yes he is, and I'm glad about it. Having fun together really helps you get through the day together.

Belinda: I'm glad for you. It's different where I work. My manager is really grumpy. I (5) _____ (*see – not*) him smile since I started working there.

Steve: That's a shame. I (6) _____ (*know – not*) your boss was like that. I read somewhere that fun at work can actually boost productivity. Maybe he should read it.

Belinda: Sounds interesting.

Steve: In some states in the US they even have an official 'fun at work' day. My niece told me this. At the company she works they celebrate it at the end of January.

Belinda: I (7) _____ (*believe – not*) you.

(8) _____ (*you – be – joke?*)

Steve: No, I'm serious. It may sound like a made-up holiday but it's true.

Belinda: What's it about then? (9) _____ (*you – could – tell*) me what they do?

Steve: I (10) _____ (*can – remember – not*) what she told me exactly. I guess people dress up silly or crank the music up loud while they work.

Belinda: Maybe I should tell my boss about this but I'm afraid he (11) _____ (*like – not*) it...



For more *Grammar* practice go to *Stepping Stones online*.

27 Choose the correct answers

First read the questions below, then watch *Diary comics*. Tick the correct answers. There are no pauses.

- 1 James started drawing comics...
A ☐ in his early teens.
B ☐ when he studied Illustration.
- 2 James' style of drawing is...
A ☐ rather sloppy.
B ☐ very precise.
- 3 The type of humour that James uses in his comics is based on...
A ☐ everyday observations.
B ☐ wordplay and misunderstandings.
- 4 When James visits comic shops he...
A ☐ checks out the latest developments in comics.
B ☐ usually only checks out his favourite artists.
- 5 The comic that James shows in the comic shop...
A ☐ has characters that also appeared in the previous books.
B ☐ is part of a series in which each book uses different characters.
- 6 According to James ...
A ☐ he is always the one who makes others laugh.
B ☐ he tells jokes easily when he's among friends.
- 7 James' advice for beginning comic artists is...
A ☐ to be patient and see how your style develops.
B ☐ to try out as many different styles as possible.

K

WATCHING





Test Yourself

Study the *Vocabulary*, *Grammar*, and *Stones*. Then do the *Test Yourself* below.



You can also do the *Test Yourself* in *Stepping Stones* online. If necessary, it will refer you to extra online exercises to prepare you for the test.

1 Vocabulary

Circle the correct answer.

- 1 The students didn't want to *face* / *gain* the headmaster after their practical joke.
- 2 You have to *operate* / *collaborate* with a partner for this project.
- 3 The *ban* / *raffle* takes place in the shopping mall next Tuesday.
- 4 Their *ward* / *prank* didn't work out that well.
- 5 Karen prefers *reversed* / *fictional* stories to true-to-life stories.
- 6 People said the show was funny but *predictable* / *infectious*.
- 7 She felt *confused* / *unexpected* when she won the award.
- 8 It can be dangerous to cycle on the *ward* / *pavement*.

2 Grammar

Fill in the correct form of the verb.

Send Quote Address Attach Options Spelling Save Security Stop

To:

Subject:

Dear Ron,

How are you? It (1) _____ (be) a long time since I last (2) _____ (write) you an email! Yesterday my brother and I (3) _____ (go) to the Luxor Studios to attend a new sitcom. We (4) _____ (wait) in the lobby when someone of the cast suddenly (5) _____ (stand) next to me! He started asking me a lot of questions about school, friends and my future plans. It turned out that the actor, called Marc Jones, used my answers in the show! My brother and I (6) _____ (laugh) our heads off when he (7) _____ (say) something about school and Mr Hykes, our math teacher. At the end of the show Marc Jones

(8) _____ (ask) me to come on stage and he (9) _____ (give) me two tickets for the next show in London!
 How cool is that?! The show (10) _____ (not be) like any other sitcom, it was even better! I (11) _____ (see) anything like this before! I'm sure you'll like it too.
 I (12) _____ (not write) you just to tell you all this, I also have a nice surprise for you... What are you doing on 3 October? :-)
 Hope to hear from you soon!
 Love,
 Carrie

3 Grammar

Turn the sentences below into negative sentences.

1 We have been watching that new series on Channel 4.

2 Tom and Jocelyn were asked to clean up the mess.

3 I received two tickets for his show in London.

4 She's got loads of homework for tomorrow.

5 Karen tries to pay attention in class.

6 They can remember what he said yesterday.

7 I work on Saturdays and Sundays.

8 The Rangers should win the next game.

4 Grammar

Fill in the questions and negative questions in the dialogue.

*can you tell – can't you – didn't you have – haven't you seen – is he – should I –
would you mind – wouldn't that spoil*

Aron: Hi Sam, I heard you went to see Kevin Hart this weekend.

(1) _____ me something about the show?

(2) _____ as good as everyone says?

Sam: Hey Aron! Yes, I did. Kevin Hart is the best, to answer your last question first.

(3) _____ tickets for his show too? I thought you told me that last week.

Aron: Yes, I did have tickets but I got really sick this weekend so I couldn't go!

Sam: (4) _____ Kevin Hart before then?

Aron: No, this was going to be my first time! I called the ticket service and explained why I couldn't come. They were really friendly and gave me tickets for his show next week!

Sam: That's great Aron! So I shouldn't tell you anything,

(5) _____?

Aron: (6) _____ just tell some of the hilarious parts? I'm so curious.

Sam: (7) _____ everything? You should wait a week so we can discuss the funny parts together!

Aron: You're probably right, Sam... but (8) _____ telling me one of his funniest jokes?

Sam: Nope! I'm not going to say anything until you've seen the show for yourself!



5 Stones

Write down what you say in English.

- 1 Het bleek dat de man dit aan het doen was, omdat hij een weddenschap verloren had.

- 2 Ik zou niet naar zijn stand-up show kijken. Hij is saai en voorspelbaar.

- 3 De presentator neemt het nieuws op de hak.

- 4 Ik had geen idee wat er aan de hand was.

- 5 Speelt hij niet de hoofdrol in die comedyserie?

- 6 Ongeveer een maand geleden was ik onderweg naar huis toen iemand mijn aandacht trok.

- 7 Ik zag een man die aan het rondrennen was in een astronautenpak.

- 8 Zou je mij meer kunnen vertellen over de onderwerpen van de show?

	OK!	Herhaling (bladzijde 82-86)
Vocabulary	<input type="checkbox"/> 0-3 ft	<input type="checkbox"/> meer dan 3 ft → opdracht 1, 2
Grammar	<input type="checkbox"/> 0-9 ft	<input type="checkbox"/> meer dan 9 ft → opdracht 3, 4, 5
Stones	<input type="checkbox"/> 0-3 ft	<input type="checkbox"/> meer dan 3 ft → opdracht 6, 7, 8

Let hierbij ook goed op je spelling!

Heb je overal OK aangekruist? Ga dan naar *Verrijking* op bladzijde 96.

Task

>> TASKCARD

Stories from pictures
Je gaat een komisch verhaal bedenken op basis van foto's.

Taalportfolio

- A2 Ik kan zeer kort en elementair gebeurtenissen, activiteiten in het verleden en persoonlijke ervaringen beschrijven.
- A2 Ik kan een verhaal vertellen of iets beschrijven.



STEP 1

Preparation

Look at the *Task* on page 16 of your *Textbook*. In this Task you and your classmates are going to think up a story based on pictures.

- Study *Stones 1, 2 and 3* on pages 10 and 14 of your *Textbook*.
- Learn the words from the *Vocabulary* on pages 17 to 19 of your *Textbook*.

- ! **Tip** First read the sentences under *Step 4: Evaluation* on page 29.
- Keep these points in mind when doing your *Task*.

STEP 2

Orientation

Have a look at the pictures on page 16 of your *Textbook*. You can put the pictures into three categories. Describe every picture with a few keywords and put them into the right category.

Person/animal	Object	Location
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

Choose one item from each category. Then write a short, funny story that includes all three items. Use 60 to 80 words for your story. Ask your teacher if you have to write the story in Dutch or in English. Use a separate piece of paper.

STEP 3

Realisation



1 Work together with a classmate. You're going to make your own story based on pictures.

Together look for pictures on the internet that fit the categories below. You can also add pictures of your own or take pictures and add those, as long as they fit the categories.

- Find at least two pictures for every category.
- Write down in keywords what's on every picture.

Person/Animal	Object	Location
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

2 Together choose 4 pictures (at least one from each category). Put the pictures together and brainstorm about a storyline based on these four pictures. Then write the complete story on a piece of paper or on the computer. Use 170 to 220 words.

3 Work together with three other couples. You are going to see if a story changes if it is retold a number of times. Look at every group's chosen pictures. Don't reveal anything about the story itself! Together, choose one story you are going to retell.

First give each group a different number (1 to 4). Group 1 tells their story to group 2. Then group 2 retells the story they've just heard to group 3 and after that group 3 tells the story to group 4. Finally group 4 retells the story to group 1 again. Each group can use the pictures from group 1 for help.

4 Is the story told by group 4 the same story group 1 started with? If not, what's different?

STEP 4

Evaluation



Work together in couples and answer the questions below.

	true	false
I used words from the <i>Vocabulary</i> .	<input type="checkbox"/>	<input type="checkbox"/>
I used words and sentences from the <i>Stones</i> .	<input type="checkbox"/>	<input type="checkbox"/>
I came up with funny story based pictures.	<input type="checkbox"/>	<input type="checkbox"/>
I paid attention to spelling when writing the story.	<input type="checkbox"/>	<input type="checkbox"/>
I (re)told the story to another group.	<input type="checkbox"/>	<input type="checkbox"/>



Keep (a copy of) your story in your language portfolio.



When you have finished the exercises in this theme...

you can

- talk about designing and building something
- ask for and give an opinion
- give and understand instructions
- A2 explain what I like or dislike about something
- A2 give a short presentation about familiar topics and answer questions about the presentation

you understand

- words to do with design
- words to do with building

you know

- how to use the *future*
- how to build sentences (*word order*)
- how to avoid *pitfalls*

Test Yourself

Do the *Test Yourself* at the end of the theme (in your *Activity Book* or in *Stepping Stones online*) and check whether you're ready for the test.

Reading/listening: A2 B1
Speaking/writing: A2



2

Creative minds



A

LISTENING

1 Fill in

Read *Fine design* on page 22 in your Textbook. Complete the email with information from the text.

Send Quote Address Attach Options Spelling Save Security Stop	
To:	Robert@co.uk.com
Subject:	our project

Hi Shelly,

Did you read the mail that was sent to our parents about the (1) _____ we have to do soon? This will be on the (2) _____ already!

I didn't realise it was so soon. I think we should make an appointment with (3) _____ in our next Art lesson to discuss our project. You've made a poster and the title page, right? Didn't we agree last week that the title will be (4) _____, just like the theme of the project? Can you bring the poster tomorrow?

See you then!

Robert

2 Choose the correct meaning



Listen to *Fine design*. Circle the correct meaning of these words from the text. They are in the order of the text. There are no pauses.

Strategy In this exercise you will practise tackling *difficult words* (moeilijke woorden). While listening, you sometimes come across difficult words which you need to understand. You can often guess their meaning, for instance because you recognise part of the words or by listening carefully to the context.

- | | |
|--------------------|-------------------------------------|
| 1 to contrive | bedenken / verder komen met |
| 2 in particular | in het bijzonder / bij uitzondering |
| 3 to underestimate | onderuit halen / onderschatten |
| 4 progress | keuze / vooruitgang |
| 5 to develop | tekenen / ontwikkelen |
| 6 source | bron / voorbeeld |
| 7 to append | veranderen / toevoegen |
| 8 concept | gevolg / idee |

3 Find the words

Look at *Theme words* on page 22 of your *Textbook*. There are eight *Theme words* in the word search. Find the words and write them down. Make sure you look in all directions.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

G	I	B	E	T	Q	P	I	R	X	T	S
E	A	J	F	T	A	W	H	I	C	T	T
T	J	A	L	M	H	X	I	U	C	G	N
V	R	D	C	T	H	T	R	T	I	V	E
D	P	Q	P	I	V	T	D	H	T	A	M
Q	T	E	A	P	S	V	D	D	O	H	E
A	D	T	D	N	P	R	F	I	O	T	R
Z	D	F	O	B	R	A	Q	E	W	M	U
R	N	C	H	P	B	F	R	H	H	T	S
U	O	V	K	R	V	F	C	Q	B	I	A
M	Y	F	I	D	O	M	S	A	Z	Q	E
A	V	C	T	K	X	Y	I	Z	K	B	M

4 Make the correct combinations

Look at the descriptions. Write down the correct *Theme words* behind the description.

- 1 a part of something _____
- 2 a creative course in schools _____
- 3 to make a replica of something _____
- 4 to carve a bust or statue out of clay _____
- 5 a technical drawing used in construction _____
- 6 a sign or phrase used by an individual or company _____
- 7 something very unique _____
- 8 a person who creates new things _____

 For more *Theme words* practice go to *Stepping Stones online*.

5 Fill in the fact file

Look at *Watts Towers: LA's weird masterpiece* on page 23 of your *Textbook*. Fill in the fact file using key words.

- ! **Strategy** In this exercise you will practise *reading globally* (globaal lezen). You should only try to find out the most important information. Read the title, the introduction, the conclusion, and the first and last sentence of every paragraph.

FACT FILE	WATTS TOWERS
LOCATED IN	
BUILT BY	
NUMBER OF STRUCTURES	
JOB OF THE PERSON WHO BUILT THEM	
BUILDING TOOLS	
WHAT THE TOWERS LOOK LIKE	
YEAR THE TOWERS WERE FINISHED	

6 Correct the mistakes

Read *Watts Towers: LA's weird masterpiece* again. Underline the information in the statements below that is not in line with the information in the text. Then write down the correct information. Use words from the text.

- The text is written by a tour guide at Watts Towers.

- Rodia was an Italian immigrant who worked in Los Angeles his whole life.

- Rodia mostly used normal building materials to decorate the Towers.

- The highest towers resemble the sails of a ship.

- The Towers were saved because Rodia protested against its destruction.

- According to the author of the text, Watts Towers look unfinished and quite abstract.

7 Write the email

Read *Watts Towers: LA's weird masterpiece* again. Your friend Mika is going to travel to Los Angeles. You send her an email recommending her to visit Watts Towers.

Include the following in your email:

- a description of Watts Towers
- two interesting facts about the Towers and/or their creator
- your opinion of the Towers

Use information from the text and write 75-100 words.

[illegible]

8 Complete the dialogues

Study *Stone 4* on page 24 of your *Textbook*. Complete the dialogues. Use the clues between brackets and the *Stone*.

Dialogue A

Aron: (1) _____
 _____ (*ik – ontwerpen – speeltje voor kinderen*) for a class project.

Cindy: Wow, that sounds really interesting! What kind of toy?

- Aron:** I'm going to create wooden plates with figures already marked out.
That way, **(2)** _____
_____ (*makkelijk – houten onderdelen – uit te snijden*)
Afterwards, the children **(3)** _____
_____ (*moeten – zelf – monteren*)
Maybe **(4)** _____
_____ (*gebruiken – hergebruikte materialen*)
I'm not sure yet.
- Cindy:** So it's not just a toy, but you want the children to learn something too?
- Aron:** Yes, the idea is that **(5)** _____
_____ (*ze – zelf – dingen kunnen bouwen – met onderdelen*)
- Cindy:** Well, let me know when you're finished. I can't wait to see the result!

Dialogue B

- Lily:** I really like the new team logo. How did you come up with it?
- Imani:** Thanks. **(6)** _____ (*bezoek aan dierentuin – gaf – inspiratie*)
I saw these beautiful birds and I immediately thought of our basketball team.
- Lily:** Ah, I see! Well, we are the Exeter Eagles so this design makes sense.
- Imani:** **(7)** _____
_____ (*heb ook plannen – shirts te maken*) with this new logo.
- Lily:** Great idea!
- Imani:** Well, I just really like designing things. I have also designed the winner's trophy for our basketball tournament next month. **(8)** _____
_____ (*trofee – gemaakt – met behulp van – 3D-printen*)
My brother helped me with producing it, he works in this 3D printing service company. Here let me show you this picture I took of it...
- Lily:** You should become a professional designer. You're really good at this!

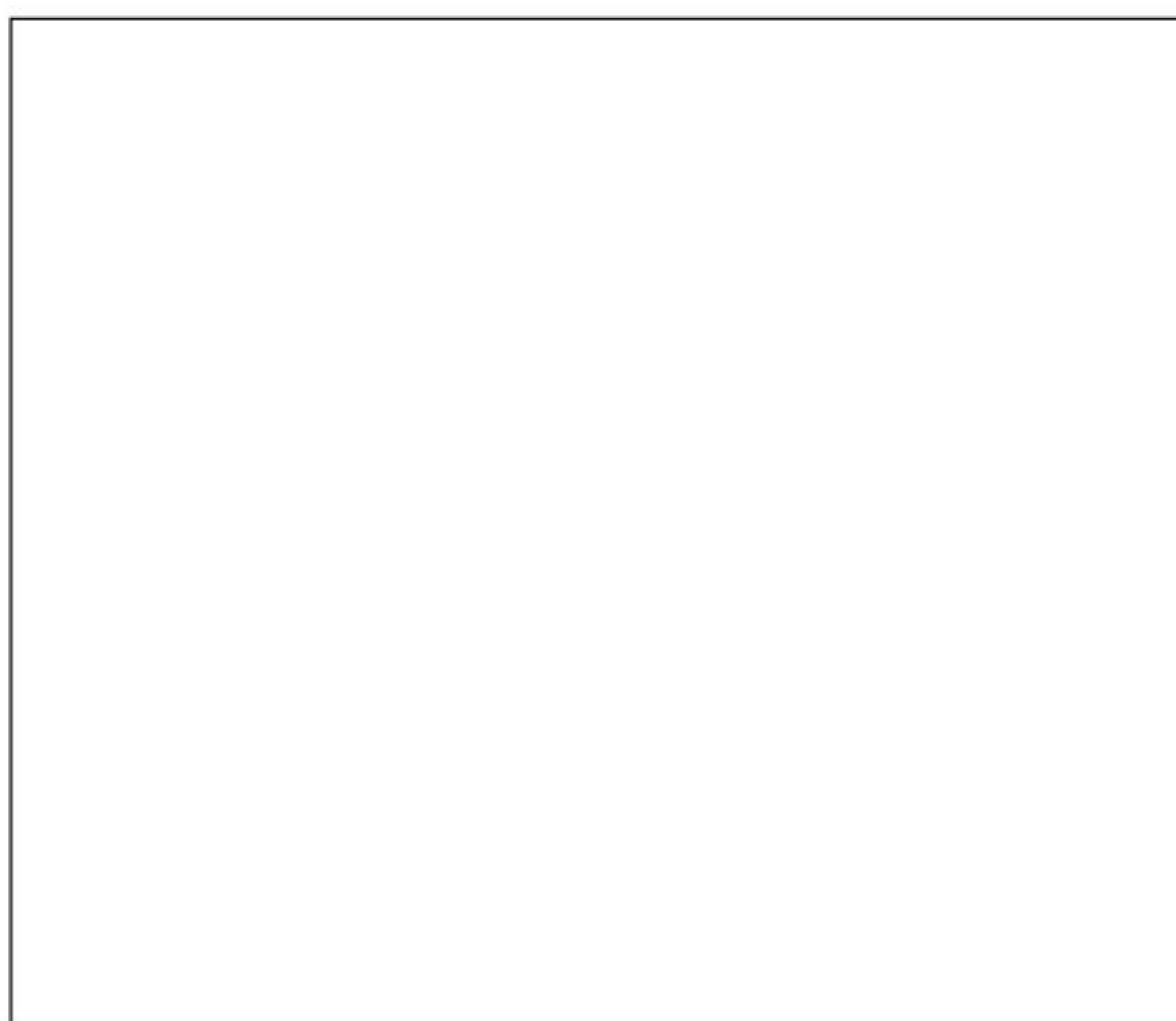
 **Now act out the conversations with a classmate.**

9 Write the sentences

Study *Stone 5* on page 24 of your *Textbook*. Look at the illustrations on the next page. For each picture, write a correct question and answer the question with a positive (+) sentence and a negative (–) sentence. Use the clues between brackets.

D

SPEAKING
WRITING



Q (tevreden – gemaakt) *Are you*

A (+) (sterren – erg mooi) *If you ask me*

A (-) (letters – niet duidelijk) *Personally*

Q (sportschoenen – ontworpen) *Do you*

A (+) (patronen – geweldige kleuren)
In my opinion

A (-) (ontwerp – ouderwets)
I'm no expert, but

First draw your own design of a piece of clothing, a room, a magazine cover or something else. Next think of a question with two appropriate answers and write them down.

Q

A (+)

A (-)

10 Complete the email

Complete the email. Use the clues between brackets and *Stones 4* and *5*.

D
SPEAKING
WRITING

Send	Quote	Address	Attach	Options	Spelling	Save	Security	Stop
------	-------	---------	--------	---------	----------	------	----------	------

To:

Subject:

Hi Tisha,

How are you? Did you enjoy the school trip to the Museum of Modern Art?
Did you get to see the exhibition about the 19th century German artists?

(1) _____
_____ (*jouw mening – schilderijen – Duitse kunstenaars gemaakt hebben?*)

(2) _____
_____ (*persoonlijk – saai – en zouden wat meer werk kunnen gebruiken*)

(3) _____
_____ (*geen expert – maar – meeste schilderijen waren erg simpel en niet erg uitgedacht*)

I did like the rest of the museum though. (4) _____
_____ (*mij betreft – hoogtepunt – was – kamer met beelden*).

I especially liked a very big statue made out of pieces of trash metal. The tour guide told us (5) _____
_____ (*erg moeilijk – alle onderdelen – monteren*) because most of them were really heavy. I still don't know exactly how the artist put them together...

The guide also explained that (6) _____
_____ (*bezoeken aan regenwoud – haar geholpen ideeën te ontwikkelen – haar collectie*). That really shows, because the statues looked very organic and alive.

I think most of my classmates liked the statues more than the paintings as well. Barry, for instance, got really inspired by Kathy Aron's work. He told me (7) _____
_____ (*hij heeft plannen – beelden maken*) He wants to

(8) _____
_____ (*sculpturen maken met duurzame materialen*)

He thinks he's quite the artist! I wonder when he finishes his first work of art :-).

Bye, Miranda



11 Play the role

Work together with a classmate. Decide who is pupil A and who is pupil B. Look up your speech card in *Talking Matters* at the back of your *Activity Book*.

Pupil A speech card 14

Pupil B speech card 3



For more *Stones* practice go to *Stepping Stones online*.

12 Choose the correct alternative

Study *Grammar 4* on page 25 of your *Textbook*. Circle the correct words.

- 1 On Friday Matthew *is going to meet* / *meets* a famous furniture designer.
- 2 The graffiti exhibition *isn't opening* / *doesn't open* this Monday but next Monday.
- 3 I'm sorry, *I'm not going to join* / *I am not joining* you for lunch at Pablo's at noon. I still have a lot of home decorating to do.
- 4 My brother bought tickets for the ice sculpting festival next week. Why don't you join us? I promise you it *will* / *is going to* be great.
- 5 *Will the bus depart* / *Does the bus depart* in fifteen minutes?
- 6 The weather report states the sun *will shine* / *is shining* the whole day.
- 7 I'm sorry I can't help you with your painting job. If I have some time left I promise you I *will* / *am going to* help you.

13 Complete the messages

Complete the messages by filling in the correct form of the *future*. Sometimes you can use more than one form. Use the *Grammar* and the clues between brackets.

Hey Raquel and Terry!

(1) _____

(*you join*) me this Saturday for this great graphic design contest I spotted online? It is a design competition where competitors battle head to head to work on an assigned design theme. A jury

(2) _____

(*decide*) who has the best design.
My friend Eric

(3) _____

(*be*) one of the contestants.
If you want to come, the contest

(4) _____

(*start*) at 8am at the EXPO.

Hey Mitch! I'm sorry, I'm afraid I

(8) _____

(*not make*) it.

I (9) _____

(*work*) at my father's restaurant the whole weekend :-(I already promised I would help him out. I'm sure you

(10) _____

(*have*) a blast. Enjoy the competition!
Bye, Raquel

Hey Mitch. Sounds cool. I

(5) _____

(*go*) to the contest with you!

(6) _____

(*we take*) the number 6 bus? It

(7) _____

(*leave*) at five past seven on Saturdays.

14 Put in the correct order

Study *Grammar 5* on page 25 of your *Textbook*. Make correct sentences by drawing lines.

Example:

the graphic designer	this effect	create
used a	real	photo to

1

to work	a great	wool	thinks
with	fabric	is	Lilian

2

visited	Cecilia	Handicraft Fair	last
Cheryl and	the	In London	weekend

3

designers	working	interested in	always
new	together with	he	is

4

some	John	but beautiful	at the book fair
bought	cheap	design books	yesterday

5

for	decoration	the	finished
the mural	draft	Charlotte	already

6

she	did	key	?
reproduce	the	with	a 3D printer

15 Complete the dialogue

Complete the dialogue by putting the words between brackets in the correct order.

Hugh: Hey Nabila. How are you doing?

Nabila: I'm really busy with the school play.

Hugh: (1) (*the school play – know – didn't – I – a role – had – you – in*) _____

Nabila: Oh no, I don't. I'm helping out with the stage props. You know, the objects you see on stage during the play.

(2) (*together – on Friday – come – we – in the workshop – always*) _____

Hugh: (3) (*exactly – you – are – doing – what – ?*) _____

Nabila: It's a lot of handicraft actually. We paint, cut and glue the whole time.

We work with foam board and cardboard a lot, because it's light and easy to cut.

Hugh: Is anyone from school helping you?

Nabila: Yes, Mr Richards, our arts teacher. (4) (*he – new – thinking – is – stage designs – always – about*) _____

(5) (*is – practical – good – he – finding – really – at – solutions*) _____

so he's a great help.

Hugh: What's the play about, by the way?

Nabila: (6) (*haven't – it – school newspaper – you – the – in – read – latest – about – ?*) _____

Hugh: No, I guess I missed it.

Nabila: It's about a hunter who gets lost in the woods and finds a magic castle. All sorts of strange things happen inside. **(7)** (*this Saturday – will be – in the auditorium – performed – the play*) _____

Hugh: Hmmm interesting. Sounds a bit like a fairytale.

(8) (*still – can – I – tickets – buy – ?*) _____

Nabila: Yes, you can buy them in the cafeteria during lunch breaks this week.

Hugh: I have to go to my next lesson now. Good luck with the stage props!

Nabila: Thanks! Bye!



For more *Grammar* practice go to *Stepping Stones online*.

16 Fill in

Read *A man and his dog* on page 25 of your Textbook. Fill in the fact file.

FACT FILE	
NAME OF ARTIST:	_____
NAME OF DOG:	_____
JOHN'S PAST:	_____
SORT OF ART JOHN MAKES:	_____
DRAWS PICTURES OF:	_____ and _____ _____

17 Choose the best alternative

Watch *John and George*. Indicate whether the statements are true or false. There are pauses.

Strategy In this exercise you will practise *listening for specific information* (gericht luisteren). Listen word for word to all the information you hear. Pay attention to distinct words such as numbers and names. First carefully read the questions, so you know what to listen for.



	true	false
1 One of John's drawings of George was shown in newspapers.	<input type="checkbox"/>	<input type="checkbox"/>
2 George was a very pleasant dog from the beginning.	<input type="checkbox"/>	<input type="checkbox"/>
3 The Gallery owner says people admire John's feeling for reality.	<input type="checkbox"/>	<input type="checkbox"/>
4 People sometimes pay thousands of dollars for John's larger pictures.	<input type="checkbox"/>	<input type="checkbox"/>
5 John says George often gets the wrong things to eat on the street.	<input type="checkbox"/>	<input type="checkbox"/>
6 John will retire soon.	<input type="checkbox"/>	<input type="checkbox"/>

G

LISTENING

18 Make the correct combinations

Read *Space colours your place* on page 26 of your Textbook. Match the correct descriptions with the correct subheadings (*tussenkopjes*). Draw lines.

Store Things On Your Ceiling

Stairs storage

Murphy bed

put up your bed

step on it, store under it

add some extra parts to put things on / in

place to store your reading stuff

you will use space you normally don't use

upright sleepers



19 Put in the correct order

Listen to *Space colours your place*. Put the statements in the order of the text by numbering them from 1 to 9. There are no pauses.

Strategy In this exercise you will practise paying attention to background noises. They can help you find out more about the setting of the fragment.

- ☐ preparing the wall to hang up things
- ☐ Kevin talks about a creative man
- ☐ washed clothes on the wall
- ☐ Mum wonders when Kevin will clean his room
- ☐ Kevin impersonates his teacher
- ☐ time to wake up
- ☐ discussion at the dinner table
- ☐ surprise about changes
- ☐ return from holiday

H

READING

20 Fill in

Scan *The man who grows furniture* on page 26 of your Textbook. Find the numbers below in the text and write them behind the correct description.

1 – 4 to 8 – 50 – 1000 – 1.000 to 1.500 – 2.500 – 10,000

Strategy In this exercise you will practise *scanning a text* (zoekend lezen). Look for specific information in the text. Read the title, and look for distinct words such as numbers and words with capital letters.

- 1 approximate number of chairs Munro produces each year _____
- 2 number of branches to be cared for to produce one hundred chairs _____
- 3 number of years it takes to grow a chair _____
- 4 number of shoots to be pruned for producing one hundred chairs _____
- 5 price in pounds of Munro's chairs _____
- 6 number of solid parts the chair consists of _____
- 7 price in pounds of Munro's lampshades _____

21 Complete the sentences

Read *The man who grows furniture* again.

Complete the sentences in Dutch using information from the text.

- 1 Gavin Munro heeft zijn droombaan, namelijk _____
- 2 Munro is de eigenaar van een bedrijf gespecialiseerd in _____,
met de naam _____
- 3 Als de boom de juiste vorm heeft, krijgt hij voeding, wordt hij dikker, en ten slotte

- 4 Munro gebruikt voornamelijk wilgen voor zijn meubels, maar _____

- 5 Munro's stoelen zouden langer moeten meegaan, omdat _____

- 6 Hij kwam voor het eerst op het idee van 'levend meubilair' toen _____

- 7 De eerste oogst werd vernield door _____
- 8 Behalve aan lampenkappen en stoelen werkt Munro ook aan _____

22 Write down the words

Read *The man who grows furniture* again. Citeer (= schrijf over uit de tekst) de eerste en laatste twee woorden van de zin waarin staat...

- 1 wat de laatste stap is bij de productie van de stoelen.
Add the... is ready. _____
- 2 waar Munro zijn techniek voor de meubelproductie mee vergelijkt.

- 3 waarom het kappen van een boom voor meubelproductie een omslachtig proces is.



- 4 wanneer ze de eerste meubels gaan verkopen.
- 5 dat het verzorgen van zijn 'growing furniture' een kunst op zich is.
- 6 dat het omvormen van bomen tot meubels al eeuwenoud is.

I

SPEAKING
WRITING

23

Make the correct combinations

Study *Stone 6* on page 28 of your *Textbook*. Make correct sentences by using one phrase from each column. Then write down the Dutch translations.

To begin	all the equipment	wood will split.
Wait for the paint to dry	with, you work	a final layer of varnish.
Be sure to	you apply	for the job.
After you're done with this,	or else the	to size.
First, collect	and add the	from the top down.
Use the right materials	cut the fabric	finishing touches.

- 1 EN _____
 NL _____
- 2 EN _____
 NL _____
- 3 EN _____
 NL _____
- 4 EN _____
 NL _____
- 5 EN _____
 NL _____
- 6 EN _____
 NL _____

24

Complete the dialogue

Complete the dialogue by using the clues in brackets. Use *Stone 6*.

Sanjit: Hey Lisa, what's on your mind? You look a bit troubled.

Lisa: I'm fine, I was just thinking of what to buy for my little brother. He's turning eight this week. He's really into robots, but all those kind of toys are so expensive.

Sanjit: Why don't you make one for him yourself? It's quite simple really.

(1) _____
_____ (ten eerste – verzamel alle materialen zoals lijm en verf)

You will also need a screwdriver and scissors.

Lisa: Wait, I'll write it down... Do you actually make these things yourself?

Sanjit: Not really, I just saw it on TV the other day. Anyway, (2) _____
_____ (hierop volgend – verf je een kleine plastic doos).

This will be the robot's body.

(3) _____

(terwijl – wacht verf – opgedroogd – maak je hoofd van de robot)

Maybe you can use an old plug and glue buttons on them. The buttons would be the robot's eyes.

Lisa: Does it really matter where I start?

Sanjit: No, (4) _____
_____ (niet belangrijk – van boven naar beneden werken).

(5) _____
_____ (nadat – dat gedaan – lijm je grote bouten – aan lichaam).

These are the robot's arms.

Lisa: Okay, I can see where this is going...

Sanjit: (6) _____
_____ (belangrijk – voorzichtig te werken)

(7) _____
_____ (draai de bouten voorzichtig – in plastic doosje – anders breekt het)

These are the robot's legs. (8) _____
_____ (leg de laatste hand aan – en – je robot is klaar)

If you want you could also make a battery powered light bulb and place it inside the robot. It's really not that difficult.

Lisa: That's a nice idea. You also said I needed scissors. What do I need them for?

Sanjit: For cutting the wrapping paper of your present!

 **Now act out the conversation with a classmate.**

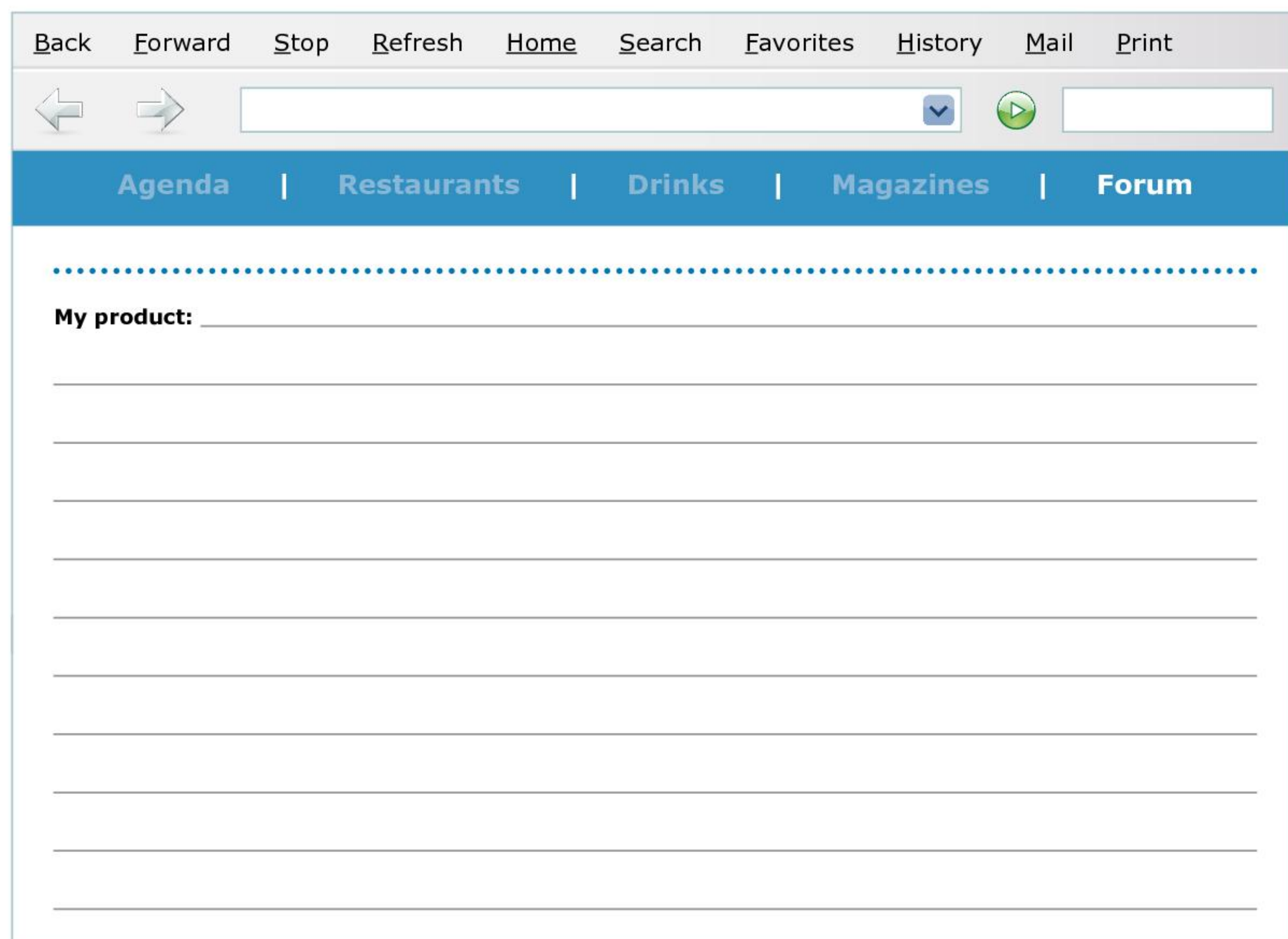
25 Write down the instructions

You have designed or made a product (for example a T-shirt with prints or a birdcage) and decided to share it on a DIY forum. You write down instructions so people can make the product themselves.

A First think of a product and make a drawing of it below.



B Now write down at least five steps for constructing your product. Use *Stone 6* and a dictionary if necessary. Use 100-120 words.




For more *Stones* practice go to *Stepping Stones online*.

26 Choose the correct alternative

Study *Grammar 6* on page 29 of your *Textbook*. Cross out the wrong words.

- 1 Modern and minimalistic furniture is *their / there / they're* trademark.
- 2 Boris thinks his sketches look better *than / then* Eve's.
- 3 I don't know if *were / we're / where* allowed to touch the sculptures.
- 4 It won't take long now. *Your / You're* next in line at the counter.
- 5 I'm not happy with the T-shirt I've designed. The sleeves are *to / too* long.
- 6 Boaz first mixed the two different colours of paint and *than / then* he started painting.
- 7 So tell me, who is *your / you're* new art teacher?
- 8 I'll show you *were / we're / where* you can buy the models.
- 9 The museum is famous for *it's / its* great collections.
- 10 I'm afraid the chairs are sold out. *Their / There / They're* really popular.

27 Complete the email

Complete the email by filling in the correct words. Use *Grammar 6*. There are four words you don't use. Choose from the words below:

its – it's – than – then – their – there – they're – to – too – were – we're – where – your – you're

Send Quote Address Attach Options Spelling Save Security Stop	
To:	<input type="text" value="clarence@email.com"/>
Subject:	<input type="text" value="exhibition"/>

Hi Clarence,

How are you? (1) _____ great to hear you've been admitted to the Art and Design programme in Essex. I know it's been (2) _____ dream (3) _____ go there.

Speaking of design, (4) _____ is a new exhibition at the Monsoon Gallery. It's based around Rupert Cabral, a local artist who designed all sorts of things such as coats and crystal balls. He designed more (5) _____ 500 works before his death in 2000. He's most famous for his sculpture of a dog with a golden bone in (6) _____ mouth. I think the dog sculpture will be on display at this exhibition (7) _____

Anyway, I bought two tickets for the exhibition. The tickets **(8)** _____ quite pricey, but I'm sure it will be worth the money. When **(9)** _____ in town this weekend, would you be interested in visiting the exhibition with me? Think about it and I'll call you tomorrow, you can let me know **(10)** _____!

Bye,
Felicia



For more *Grammar* practice go to *Stepping Stones online*.

28 Complete the sentences

Read the sentences below. Watch *Passion for Fashion*. While you listen, complete the sentences with words from the clip. There are no pauses.



- 1 Daisy will intern at the studio until _____
- 2 At the design studio Daisy is responsible for _____ and _____
- 3 Daisy is in her second year at Northumbria University in Newcastle where she studies _____
- 4 When Daisy travelled through Europe she found Amsterdam a _____ city.
- 5 Daisy shows a _____ which includes technical details of the dress she's creating,
- 6 The finished dress consists of three elements, namely _____
- 7 The rain dress that Daisy shows is completely _____ yet still _____
- 8 Daisy collects _____ to produce a mood board that will help her with new designs.
- 9 At ReBlend they create fabrics from _____ and _____
- 10 It's Daisy's dream to _____

Test Yourself



Study the *Vocabulary*, *Grammar*, and *Stones*. Then do the *Test Yourself* below.



You can also do the *Test Yourself* in *Stepping Stones online*. If necessary, it will refer you to extra online exercises to prepare you for the test.

1 Vocabulary

Translate the words.

- | | |
|--------------------|------------------------|
| 1 triangular _____ | 6 guardian _____ |
| 2 innovative _____ | 7 personally _____ |
| 3 mature _____ | 8 willow _____ |
| 4 varnish _____ | 9 superb _____ |
| 5 rampage _____ | 10 craftsmanship _____ |

2 Grammar

Fill in the correct form of the *future*.

- I _____ (not walk) to work today because I hurt my knee.
- The train to Newcastle _____ (depart) every 15 minutes on Mondays.
- Those art galleries on 5th Avenue _____ (close) at half past nine every day.
- We _____ (go), Liza's party next Saturday.
We _____ (meet) at my place first.
- _____ the film _____ (start),
in 5 minutes? Otherwise I _____ (get) a drink.
- Peter and Susannah _____ (present) their work on the 4th of July.

3 Grammar

Put the sentences in the correct order.

1 ago / we / two / years / on / started / project / holiday / have / this

2 eraser / pencils / Kim / her / find / and / couldn't

3 next / does / at / a / presentation / he / week / have / school / ?

4 Brighton / in / won / National / the / the / architect / Design / Award

5 submit / February / you / ideas / can / your / 28th / until

6 of / recyclable / prefer / to / something / material / I / make / out

4 Grammar

Fill in the correct word. There are some words you can't use. Choose from:

to – too – its – it's – where – were – we're – their – they're – there – where – were –
we're – than – then – your – you're

Design Fair

(1) _____ here to announce that our annual Design Fair has welcomed (2) _____ 500th visitor last week! The visitors, Karim and Halif, (3) _____ queuing without knowing what was going to happen (4) _____ them! While they bought (5) _____ tickets, one of the designers was waiting for them inside. She offered them one of her products that is for sale at the fair: the Compact Phone 230XV! Karim and Halif (6) _____ very surprised of course! (7) _____ the first time that we gave away a *high-design* gadget to our lucky visitors, but we don't want to stop now! (8) _____ welcome to visit the fair next week, because (9) _____ expecting to welcome the 1000th visitor (10) _____ and we'll give him or her an exciting gadget!



5 Stones

Complete the dialogue.

Dad: Hey Timothy, I heard you have to hand in your design next week.

Timothy: Well dad, I'm already working on it. **(1)** _____
 _____ (*ik – ontwerpen – opblaasbare – stoel*)

Dad: Really? How did you come up with that idea? I haven't heard of it before.

Timothy: That is exactly the reason why I'm going to make it! **(2)** _____
 _____ (*reclame – gaf inspiratie – dit ontwerp*)
 I have been working on my sketches for quite some time. **(3)** _____
 _____ (*jouw mening – deze ontwerpen?*)

Dad: **(4)** _____
 _____ (*als je het mij vraagt – ontwerp erg professioneel*). Do you need help with something?

Timothy: As a matter of fact, I do. I have to glue these two parts together but it keeps falling apart. What should I do?

Dad: First of all, **(5)** _____
 _____ (*belangrijk – nacht laten drogen*) Otherwise it keeps falling off. **(6)** _____
 _____ (*dan – al je materiaal verzamelen*)
 so you don't have to look for them while you're working on your project.

Timothy: Thanks dad, I think I'll let it dry tonight. That means I have a night off!

Dad: Don't forget **(7)** _____
 _____ (*elke dag – werkplek opruimen*)

Timothy: I think you're right. Otherwise mum will complain about the mess in my room!

	OK!	Herhaling (bladzijde 87-90)
Vocabulary	<input type="checkbox"/> 0-3 ft	<input type="checkbox"/> meer dan 3 ft → opdracht 9, 10
Grammar	<input type="checkbox"/> 0-8 ft	<input type="checkbox"/> meer dan 8 ft → opdracht 11, 12, 13
Stones	<input type="checkbox"/> 0-2 ft	<input type="checkbox"/> meer dan 2 ft → opdracht 14, 15, 16

Let hierbij ook goed op je spelling!

Heb je overal OK aangekruist? Ga dan naar *Verrijking* op bladzijde 96.

Task

>> TASKCARD

Dragons' Den

Je gaat een ontwerp aanprijzen voor een panel.

Taalportfolio

- A2 Ik kan uitleggen wat ik leuk of niet leuk vind aan iets.
- A2 Ik kan een korte presentatie geven over een vertrouwd onderwerp en naar aanleiding van de presentatie duidelijke vragen beantwoorden.



STEP 1

Preparation

Look at the *Task* on page 30 of your *Textbook*. In this *Task* you are going to persuade the panel your design is worth investing money in.

- Study *Stones 4, 5 and 6* on pages 24 and 28 of your *Textbook*.
- Learn the words from the *Vocabulary* on pages 31 to 33 of your *Textbook*.

- ! **Tip** First read the sentences under *Step 4: Evaluation* on page 54.
● Keep these points in mind when doing the *Task*.

STEP 2

Orientation

Read *Dragons' Den* on page 30 of your *Textbook* and answer the following questions in English.

1 What is the programme *Dragon's Den* about?

2 Which two factors are crucial if you want to be selected for the programme?

Now look at the video that is part of this *Task* and answer the questions.

3 What is unique about the young man's service?

4 What goes horribly wrong during the presentation?

STEP 3**Realisation**

1 Work together with a classmate. Together think of three **existing** products that fit with the profile (*VMBO sector*) you're in and write them down in the grid below. Then think of three **new** ideas for products that suit your profile (*VMBO sector*) and write them down in the grid too. Think for example of clothing accessories, food products, beauty accessories or garden items.

Existing product	New product

2a Together choose one of the new products from the grid. You will pitch this product in front of a panel, so make sure you can give enough information about it. Write down the product you're going to pitch:

b Make notes about your product on a separate piece of paper or on the computer. Write down in keywords:

- what your product is
- how someone has to use your product
- why your product is so special
- why the others should invest in it

3 Next prepare your pitch. Together discuss the steps of your pitch (How do you start and end the pitch? How do you persuade the panel? Who will say what?). Include the information at **b** in your pitch. Your pitch should last two to three minutes.

 **Tip** Before you present your pitch, read *Een presentatie geven* in the *Yellow Pages* on page 126 of your *Textbook*.



4 Work together with two other couples. Take turns presenting your product in front of the others who play the role of panel members. Have a look at the assessment form below. The panel members (the other couples) have to use it for judging the pitch.

Assessment form			
	No	Maybe	Yes
the idea of the product is original	1	2	3
the speakers give a good description of the product	1	2	3
the idea for the product is unique	1	2	3
the speakers are persuasive	1	2	3
the speakers come up with a good story	1	2	3

>>

the speakers know what they are talking about	1	2	3
the speakers can answer the questions	1	2	3
I'm going to invest in this product	1	2	3

5 After you have ended your pitch, the panel members ask questions, give their opinions on the product and say whether they are willing to invest or not and explain why.

6 When you're finished, switch roles with the other couples and judge their pitches.

STEP 4

Evaluation



Work together in couples and answer the questions below.

	true	false
I used words from the <i>Vocabulary</i> .	<input type="checkbox"/>	<input type="checkbox"/>
I used words and sentences from the <i>Stones</i> .	<input type="checkbox"/>	<input type="checkbox"/>
I wrote down several products in the grid.	<input type="checkbox"/>	<input type="checkbox"/>
I made notes for our pitch.	<input type="checkbox"/>	<input type="checkbox"/>
I delivered a pitch about my product with my classmate.	<input type="checkbox"/>	<input type="checkbox"/>
I judged two pitches of my classmates using the assessment form.	<input type="checkbox"/>	<input type="checkbox"/>



Keep (a copy of) your notes for the pitch in your language portfolio.



When you have finished the exercises in this theme...

you can

- write an application letter
- talk about yourself
- have a job interview
- **A2** ask and answer personal questions
- **B1** give detailed information about topics of personal interest

you understand

- words to do with work
- words to do with skills and personality

you know

- how to use the *past perfect*
- how to use *used to*
- how to use *one* and *ones*

Test Yourself

Do the *Test Yourself* at the end of the theme (in your *Activity Book* or in *Stepping Stones online*) and check if you're ready for the test.

3

Going pro



Reading/listening: **B1 / A2** **B1**
Speaking/writing: **A2 / A2** **B1**

A

LISTENING

1 Correct the mistakes

Read *The right person for the job* on page 36 of your *Textbook*. Copy the rest of the advertisement to your *Activity Book*, but correct the ten mistakes. Underline the corrections you have made. Check your answers with a dictionary.

Tip Read *Woordenboek gebruiken* in *Yellow Pages* on page 124 of your *Textbook*.

If you believe _____



2 Answer the questions

Listen to *The right person for the job*. Answer the questions in English. There are pauses.

Strategy In this exercise you will practise *listening for specific information* (gericht luisteren). Listen word for word to all the information you hear. Pay attention to distinct words such as numbers and names. First carefully read the questions in your *Activity Book*, so you know what to listen for.

- 1 Where did Stan see the advertisement? _____
- 2 What is the name of the company? _____
- 3 What are the nationalities of Clementine's parents?
 Father: _____
 Mother: _____
- 4 Which department has the vacancy in Paris? _____
- 5 What does Mr Harris ask Clementine to describe? _____
- 6 Which train did the man in the joke want to catch? _____
- 7 What does Clementine say is one of her strong points? _____
- 8 Name two things that Stan is good at. _____

B

THEME WORDS

3 Find the words

Look at *Theme words* on page 36 of your *Textbook*. Translate the *Theme words* into English and put them in the correct sentences.

in dienst nemen – kantoorbaan – kwalificaties – promotie – sollicitant – stage – toezicht houden – werk zoeken

- 1 I want to do an _____ at that big media company in York.
- 2 When you work hard you might get a _____
- 3 _____ can be hard when there are many other interesting things to do.
- 4 My dad's company has plans _____ twelve IT specialists.

- 5 Every _____ should look presentable at a job interview.
- 6 I wouldn't apply for a _____ because I prefer being outside.
- 7 I got the job because I had the right _____
- 8 As a manager you should _____ your employees.

4 Fill in the words

Fill in the missing *Theme words* in the email.

Send	Quote	Address	Attach	Options	Spelling	Save	Security	Stop
To:	<input type="text"/>							
Subject:	<input type="text"/>							

Hi Nick,

How are you? I'm fine! Let me tell you about my first day as an
(1) _____ at my uncle's shop. I had to restock the shelves and help customers. I can say that my **(2)** _____ is fine at the moment, but I was still quite tired when I got home after work. Unfortunately, I don't get any **(3)** _____ but I do get a small compensation. Some employees said my **(4)** _____ towards customers was perfect so that's a nice compliment, isn't it?

By the way, did you know that my uncle is not only an **(5)** _____? He also works as a volunteer at the local fire department every other weekend. He always jokes about selling the shop and becoming a full-time fire fighter, but I hope he isn't thinking of a **(6)** _____! He told me he will stop working in five years, though. Not only is he going **(7)** _____ as a volunteer, he is also going to sell his shop. Maybe I'll be able to take over the company then! The first thing I'll do is give myself a **(8)** _____ and a company car :-).

Love,
 Kimberley

 For more *Theme words* practice go to *Stepping Stones online*.

5 Write down

Read *How Google started* on page 37 of your *Textbook*. Write the headings from the box behind the paragraph numbers (1-6).

A difficult start – A new name, a new start – Becoming their own boss – From small to big – Turning your company into a success story – Two men with the right qualities

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

6 Answer the questions

Read *How Google started* again. Answer the questions in English.

! Strategy In this exercise you will *read intently* (intensief lezen).
 Read the whole text and try to understand all the information.

- 1 Mention two examples from the first paragraph that show Google's influence.

- 2 Under what circumstances did Page and Brin meet for the first time?

- 3 Mention three things Brin and Page have in common.

- 4 In what way did 'Backrub' help computer users?

- 5 Why did Brin and Page decide not to do business with other companies?

- 6 How did they get enough money to start their own company?

- 7 What is the name Google based on?

- 8 What do you need in order to become successful entrepreneur like Brin and Page, according to the final paragraph?

7 Solve the puzzle

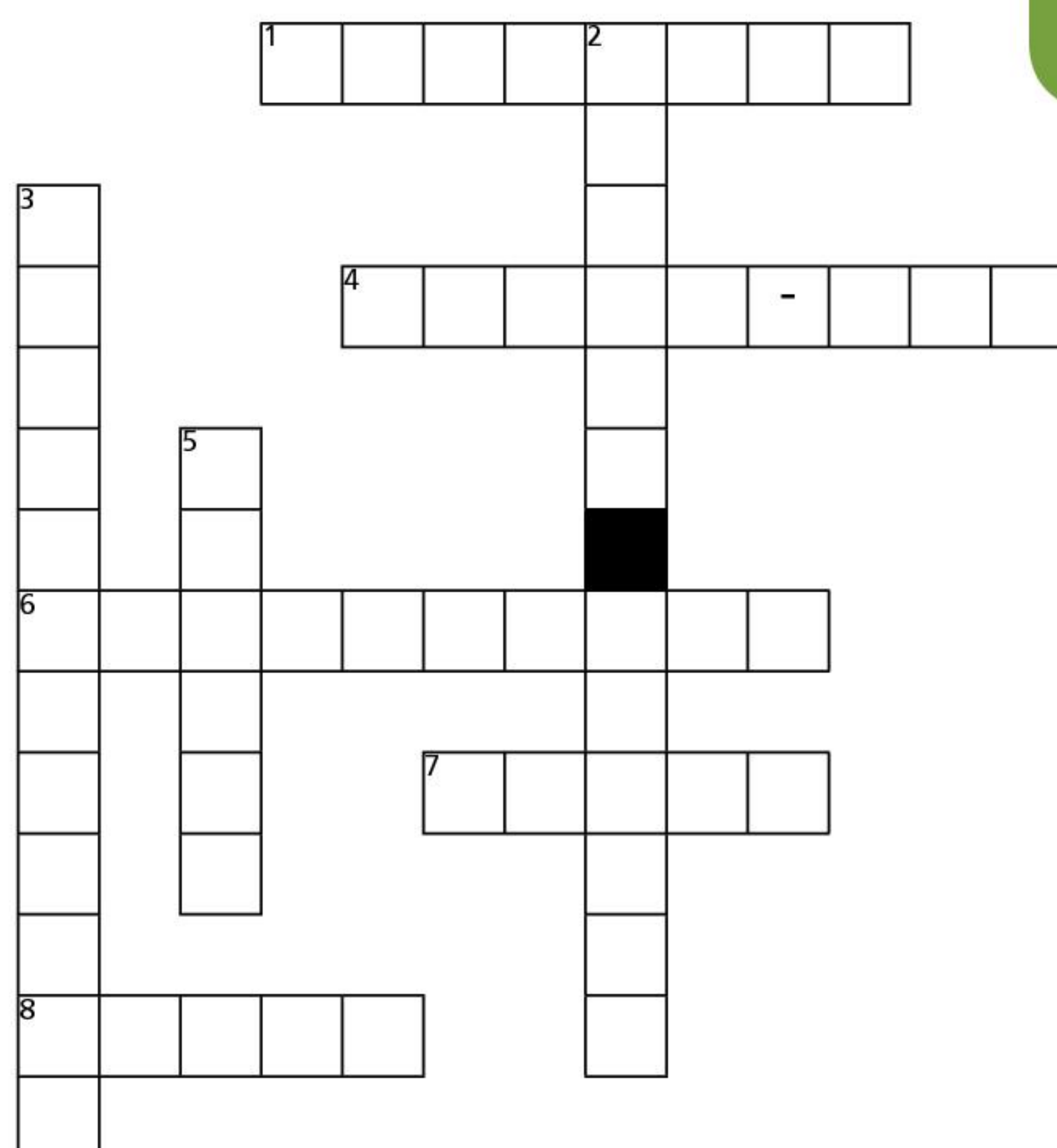
The Dutch words below are all from the text *How Google started*. Translate the words into English and put them in the puzzle.

Across

- 1 druk _____
- 4 startende
bedrijven _____
- 6 inzet _____
- 7 gretig _____
- 8 beroemd _____

Down

- 2 zoekmachine _____
- 3 toepassingen _____
- 5 bescheiden _____



C

LISTENING

8 Put in the correct order

Study *Stone 7* on page 38 of your *Textbook*. Put the words in the correct order and write the sentences. Also write down the Dutch translations.

- 1 I – from – soon – forward – to – look – you – hearing

EN _____

NL _____

- 2 position – of – the – like – apply – would – I – postman – for – to

EN _____

NL _____

- 3 in – have – of – experience – a lot – sales – I – ordering – supplies and

EN _____

NL _____

- 4 for two years – had worked at – offered – the – after I – factory – I – was – a promotion

EN _____

NL _____

- 5 others – enthusiastic – to learn – eager – from – this job – and I am – I'm – about

EN _____

NL _____

- 6 assisted – with – at – the manager – position I – my – previous – events – organising

EN _____

NL _____

D

SPEAKING
WRITING

9 Complete the email

Complete the email using the clues in brackets. Use *Stone 7*.

<u>S</u> end <u>Q</u> uote <u>A</u> ddress <u>A</u> ttach <u>O</u> ptions <u>S</u> pelling <u>S</u> ave <u>S</u> ecurity <u>S</u> top	
To:	<input type="text"/>
Subject:	<input type="text"/>

Dear Sir/Madam,

I (1) _____
 _____ (zag – advertentie – krant van gisteren)

Hereby I would like to apply for the position.

(2) _____
 _____ (zeer geïnteresseerd –
 stage als secretaresse – uw organisatie). I think I can be a valuable help to your
 organisation and I am convinced my professional skills will fit your team well.

(3) _____
 _____ (ervaren – dit soort – kantoorwerk).

I have a strong work ethic so I can handle tasks quickly and efficiently.

(4) _____
 _____ (ook – veel ervaring – klantenservice en administratie).

(5) _____
 _____ (vorige baan – hielp – hotelmanager met runnen van hotel).

(6) _____
 _____ (nadat gewerkt – hotel – vier maanden – aangeboden
 voltijd-contract).

Overall I feel I have developed a lot of skills with my past work experiences. Even
 under pressure I can perform well.

(7) _____ (kijk uit naar – antwoord).

(8) _____ (bijgevoegd – cv).

Yours faithfully,
 Jill Mackintosh

10 Write an application letter

Choose one of the job vacancies and write an application letter on the next page. You can make up information about work experience and skills you refer to in the letter.

In the letter you have to:

- explain why you're suitable for the position
- tell about relevant work experience
- mention some skills you possess
- start and end the letter appropriately

Use *Stone 7* for writing your letter of application. Use 120 – 150 words.

Tip Before you do this exercise, read *Een voorbeeldbrief* in the *Yellow Pages* on page 128 of your *Textbook*.

A Wanted: cook

Experienced cooks wanted to work in a busy seaside self-service restaurant. You will work 5 to 6 days a week depending on the season. We are looking for enthusiastic candidates who can work well in a team and are good with customer interaction. In return, we provide excellent training as well as work in a busy and friendly team.

B We are looking for an events planner to start ASAP

Your tasks:

- to be responsible for communicating regularly and properly with events participants
- to play a key role in organising small events such as gala balls and dinners
- to train and manage volunteers who provide essential support to the team

Required skills & experience:

- great attention to detail
- ability to multitask and work effectively under pressure
- good people skills

C City Ventures is looking for local tour guides to show tourists around town.

We are looking for passionate, energetic and talented locals with a desire to share their knowledge of the city with tourists! You don't have to be a real guide, just a trustworthy person who can speak English (even if it's just a bit). *City Ventures* is looking for someone who is able to show special points of view and secret corners of their hometown. This job offers maximum flexibility – you decide your own availability: daytime/ nighttime or during weekends! Join us and earn money in your spare time!

Send Quote Address Attach Options Spelling Save Security Stop

To:

Subject:

Dear Sir/Madam,

11 Write the CV

When you apply for a job you often have to send a CV as well. Fill in your own CV below.

Tip Before you do this exercise, read *Een voorbeeld-cv (curriculum vitae)* in the *Yellow Pages* on page 130 of your *Textbook*.

Name: _____

Sex: _____

Date of birth: _____

Place of birth: _____

Address: _____

Certificates and diploma: _____

Education: _____

Work experience: _____

Skills: _____

Interests and hobbies: _____

 For more *Stones* practice go to *Stepping Stones online*.

12 Choose the correct alternative

Study *Grammar 7* on page 39 of your *Textbook*. Circle the correct answers.

- 1 After Wendy *finished / had finished* the last bit of paperwork she *took / had taken* the bus home.
- 2 Before her job at the pharmacy Ann never *had worked / had never worked*.
- 3 When I *arrived / had arrived* at the library the workshops *had already begun / already began*.
- 4 They *closed / had closed* the bar after the last guest *departed / had departed*.
- 5 As soon as the meeting *finished / had finished*, they *went / had gone* out for a drink.
- 6 Faaiza *already worked / had already worked* there for several years, when they *offered / had offered* her a full-time job.
- 7 Kathryn *said / had said* they *didn't give / hadn't given* her the job.
- 8 Jared *was / had been* exhausted because he *studied / had studied* too much.

13 Complete the text

Complete the text by filling in the correct form of the verb. Use *Grammar 7*.

How to become... a food stylist

Gayle Smith's job involves preparing and presenting perfect food so it can be photographed for magazines, cookery books and advertising campaigns. We asked Gayle how she got into this line of work.

'I came relatively late in the food industry because I (1) _____
(work) in the financial service for a decade. Since I was a teenager, food styling was

E

GRAMMAR

something I (2) _____ (*always want*) to do. As soon as I (3) _____ (*quit*) my job as a financial advisor I enrolled in a cookery school. It was a fantastic experience.'

A few months after she (4) _____ (*finish*) cookery school some cookbook publishers asked her to work as an assistant food stylist for a recipe book. 'I turned up on the first day and didn't have a clue about publishing or how a photo shoot works. Of course, I (5) _____ (*learn*) about styling food, but I didn't know how the different people involved fit in, but it didn't take long.

After the shoot, when I (6) _____ (*tell*) them it was my first time doing this, they reacted quite surprised. They said that I (7) _____ (*do*) a really good job. I really (8) _____ (*not expect*) this lucky break when I first took on this job.'

Smith has been working as a food stylist for four years now and has never looked back.

Adapted from: theguardian.com

F

WATCHING

14 Choose the correct answer

Read *Safari vet school* on page 39 of your Textbook. What do you know about safari animals? Do the quiz below. Circle the correct answer.

! **Strategy** In this exercise you will practise *preparing for listening* (voorbereiden). Think about what you already know about the topic, and read the questions in your *Activity Book*. Try to figure out what the fragment will be about.

Safari Quiz

- 1 Which safari animals are called the 'Big Five'?
- A ☐ lion, elephant, rhino, leopard, buffalo
 - B ☐ giraffe, elephant, tiger, cheetah, gorilla
 - C ☐ zebra, hippo, elephant, orangutan, lion

- 2 Elephants are the largest land animals and among the most long-lived. How long does an elephant normally live?
- A ☐ 40 years
B ☐ 60 years
C ☐ 100 years
- 3 How long on average do lions sleep per day?
- A ☐ 6 hours
B ☐ 12 hours
C ☐ 20 hours
- 4 What is the colour of a giraffe's tongue?
- A ☐ Blue
B ☐ Red
C ☐ Yellow

15 Choose the correct answer



Watch *Safari Vets*. Tick the correct box. There are pauses.

- 1 Why are the students going to South Africa?
- A ☐ Their stay there is a part of their study.
B ☐ They are specialised in certain animal diseases.
C ☐ To treat a group of animals that are sick.
- 2 What is Steve Leonard's role?
- A ☐ He's there to take care of the animals.
B ☐ He wants to find out his own strengths and weaknesses.
C ☐ He will serve as a mentor for the students.
- 3 What is said about the students here?
- A ☐ They are all very nervous about working in the Safari Park.
B ☐ They will know exactly what to do in every situation.
C ☐ They will learn that practice is different from theory.
- 4 What becomes clear about Nadia?
- A ☐ She has always needed someone to help her.
B ☐ She's not quite sure if she's good enough for the job.
C ☐ She's very motivated.
- 5 What is said about the course the students are taking?
- A ☐ It has been made more difficult than really necessary.
B ☐ The students will not receive any help to succeed.
C ☐ They need to follow it to complete their study.
- 6 What are the students going to do the next day?
- A ☐ Part of the group will stay in the compound, the others will try to catch a zebra.
B ☐ Some students are going to catch a zebra, the others a different animal.
C ☐ They will be allowed to sleep in after their hard work.

G

LISTENING

16 Write down

Read *A speedy job* on page 40 in your Textbook.

- 1 Write down in Dutch how the job speed dating works.

- 2 Choose one of the jobs in the list. Think of three advantages and three disadvantages of the job and write them down.

Name of job: _____

Advantages

Disadvantages

_____	_____
_____	_____
_____	_____



17 True or false?

Listen to *A speedy job*. Indicate whether the statements are true or false. There are pauses.

- ! **Strategy** In this exercise you will practise listening intently (*intensief luisteren*).
 • Listen to the fragment and try to understand all the information.

	true	false
1 The idea of job speed dating is to show how good you are at a profession.	<input type="checkbox"/>	<input type="checkbox"/>
2 Sabrina Miller says she eats too much of what she bakes.	<input type="checkbox"/>	<input type="checkbox"/>
3 Sabrina has worked in lots of different places as a pastry chef.	<input type="checkbox"/>	<input type="checkbox"/>
4 Alex Larson is in training to become a nurse.	<input type="checkbox"/>	<input type="checkbox"/>
5 Alex realises he has to handle the disadvantages of his job as well.	<input type="checkbox"/>	<input type="checkbox"/>
6 Patients quite often think that Alex isn't a nurse.	<input type="checkbox"/>	<input type="checkbox"/>

H

READING

18 Answer the questions

Read *Jobs of the future* on page 40 of your Textbook. Answer the questions.

- ! **Strategy** In this exercise you will practise with *text structure* (structuur van een tekst). A text usually has an introduction, body and conclusion. Every paragraph has its own function, like introducing the topic or giving examples.

- 1 Alinea 1 is de inleiding. Wat is de functie van alinea 1? De auteur gebruikt alinea 1 om...
- A ☐ de belangrijkste informatie uit de tekst samen te vatten.
 B ☐ de lezer nieuwsgierig te maken naar het onderwerp.
 C ☐ het onderwerp van de tekst in te leiden met een anekdote.
 D ☐ het onderwerp van de tekst in te leiden met een voorbeeld.
- 2 Wat is de functie van alinea 2? De auteur gebruikt alinea 2...
- A ☐ als toelichting op de introductie.
 B ☐ om via voorbeelden een probleem te schetsen.
 C ☐ om een nieuw onderwerp te introduceren.
 D ☐ om zijn mening over het onderwerp te geven.

3 Wat is het hoofdonderwerp van deze tekst?

4 Geef aan wat de functie is van elke alinea. Kies uit onderstaande functies. Je kunt elke functie maar één keer gebruiken.

conclusie – mening vragen over het werk van de toekomst – voorbeeld van een toekomstig beroep – voorspelling over het belang van de juiste vaardigheden

Alinea	Functie
3-5	
6	
7-8	
9	

19 Make the correct combinations

Read *Jobs of the future* again. Draw lines to match the persons with the information from the text.

David Morello	flexible attitude
urban farmer	ambition to learn more
fashion designer	predictions
Leah	inclusion of electronics in products
Oliver	practical and organising skills

20 Complete the email

Complete the email using information from *Jobs of the future*.

Send Quote Address Attach Options Spelling Save Security Stop

To:

Subject:

Hey Matt,

How was Job Orientation Day? I hope it helped you a bit in figuring out your career path. I read an interesting article about future jobs, it mentioned all sorts of new developments that are taking place. A guy named David Morello, a so-called

(1) _____, predicted, for example, that farmers of the future will

(2) _____

instead of growing food on land. Can you imagine that?!

He also predicted that fashion designers will produce clothes that are **(3)** _____, instead of only beautiful or attractive. He thinks that clothes will be charged by **(4)** _____ that will be turned into electrical energy. He also believes that in the future clothes will absorb energy produced by running and that you can use that same energy to **(5)** _____ your mobile phone. Morello really thinks that technology will play a very important role in future jobs. According to him there will be a division in the workforce between people who are good with **(6)** _____ and people who will have to use their **(7)** _____. The article also included an interview with a girl who was doing an apprenticeship in the **(8)** _____ industry and a boy who was an apprentice in the **(9)** _____ sector. Here is the [link](#) to the article. It is definitely worth a read. I hope it will inspire you!

Bye, Vince

21 Complete the dialogue

Study *Stone 8* on page 42 of your *Textbook*. Complete the dialogue. Use the clues between brackets.

Leandro: Hey Karima, what are you doing? Finishing homework?

Karima: Oh no, I've already done that. I'm signing up for this great gap year experience: a sailing trip on a yacht with people from all over the world. If I write a good letter I'm sure I'll get selected. I think I fit the profile because

(1) _____
_____ (*goed aanpassen – nieuwe mensen en plaatsen*).

Leandro: Sounds like a great experience. What kind of people are they looking for?

Karima: **(2)** _____
_____ (*op zoek naar – sociale personen – genieten van werken in team*).
I don't know what else I should share about myself.

Leandro: If I were you, **(3)** _____
_____ (*zou mezelf omschrijven – verantwoordelijk en goed georganiseerd*).

Karima: That's a great idea!

Leandro: You could also say **(4)** _____
_____ (*je – hardwerkend en energiek*).

Karima: You're really good at this! Let's see... what other skills do I have?

Wait, I'll write it down: **(5)** _____
_____ (*goede kookvaardigheden – maar geïnteresseerd – meer geavanceerde vaardigheden*).

Leandro: Do you know anything about sailing a ship by the way?

Karima: I almost forgot. I should mention that as well. **(6)** _____
 _____ (eenvoudige zeilvaardigheden – en bereid nieuwe te leren).
 Thanks Leandro, you're a great help.

 **Now act out the conversation with a classmate.**

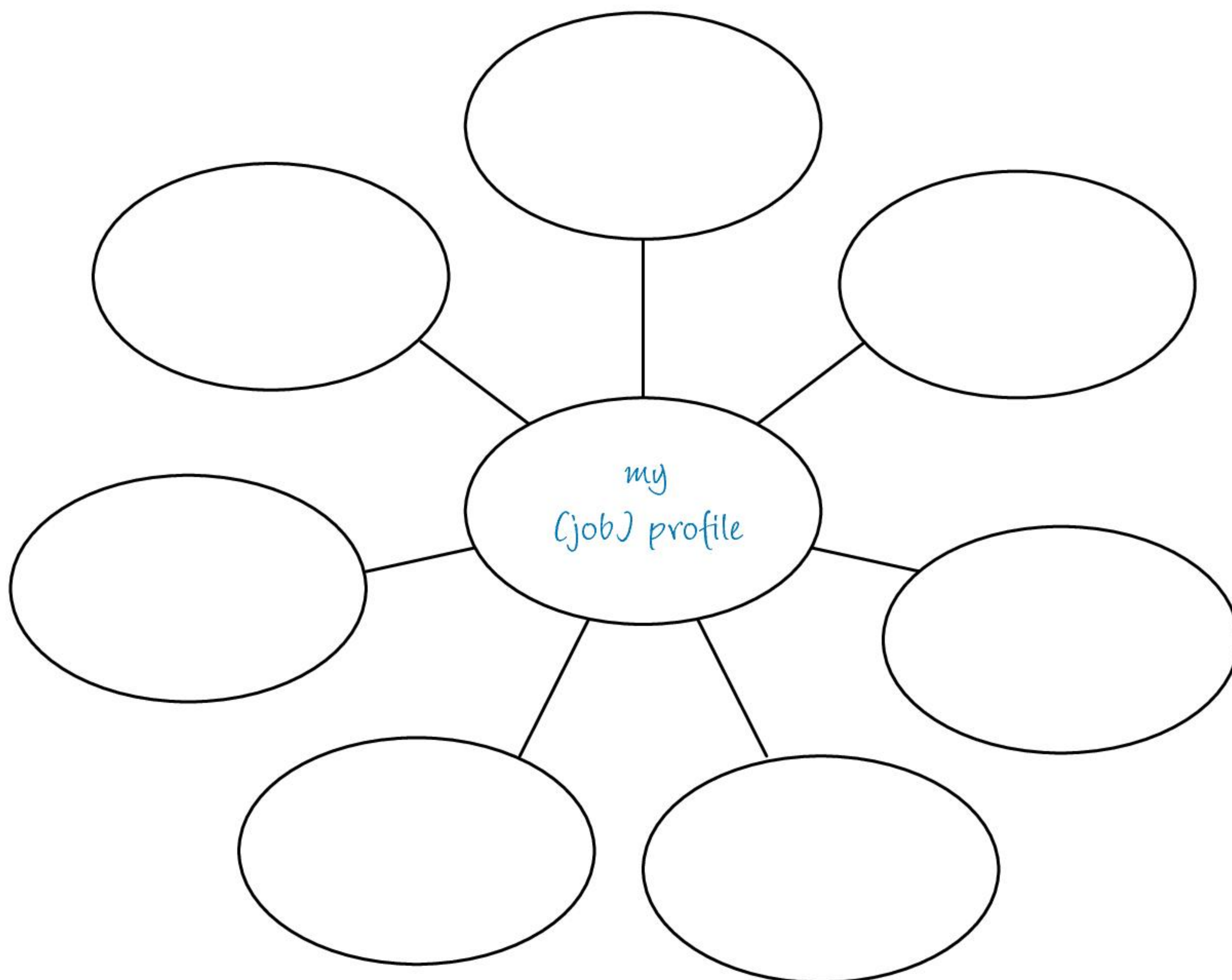
22 Complete the form

Study *Stone 9* on page 42 of your *Textbook*. Complete the form below by filling in the missing questions and answers. Use the clues in brackets.

Job survey	
_____	
_____	
(waarom – gesolliciteerd – baan?)	(altijd leuk gevonden – werken – dieren)
What kind of qualifications do you have?	
	
	(heb gedaan – dierenverzorgerscursus)
_____	
_____	
(wat voor – werkervaring?)	(gewerkt – dierenzaak voor exotische dieren)
What are your strengths?	
	
	(zou zeggen – sterke punten – toewijding en nauwkeurigheid)
_____	
_____	
(meest geschikt – zou zijn – functie?)	(denk – betrouwbaarheid en verantwoordelijkheidsgevoel – onderscheidt – andere kandidaten)

23 Write the profile

A Fill in the diagram below with keywords about yourself. Write down keywords about your character, interests, work experience, and strengths (and weaknesses) at work.



B Next, write a short text / profile about yourself using the information from the diagram. Include information about:

- your personality
- your work experience (if you don't have any, make something up)
- work skills
- your education (for example school, and courses you have taken)
- your strengths

Use *Stones 8* and *9*. Write 100-120 words.



24 Play the role

Work with a classmate. Decide who is pupil A and who is pupil B.

Pupil A speech card 9
Pupil B speech card 10

Look up your speech card in *Talking Matters* at the back of your *Activity Book*.



For more *Stones* practice go to *Stepping Stones online*.

I

SPEAKING
WRITING

25 Complete the sentences

Study *Grammar 8* on page 43 of your *Textbook*. Complete the sentences with *used to*.

1 My grandfather – work in a metal factory – a child.

2 He – design games – but – another career path.

3 Sam – study Spanish in Madrid – now – work in Barcelona.

4 I – eight years old – run faster – than every other kid in my class.

5 They both – volunteer – at a shelter for the homeless.

6 I – love programming – until – become – my job.

J

GRAMMAR

26 Write the sentences

Have a look at the pictures and write the sentences with *used to*. Use the clues and your imagination. Use *Grammar 8*.

Example:



I used to play basketball, but now I play football a lot.



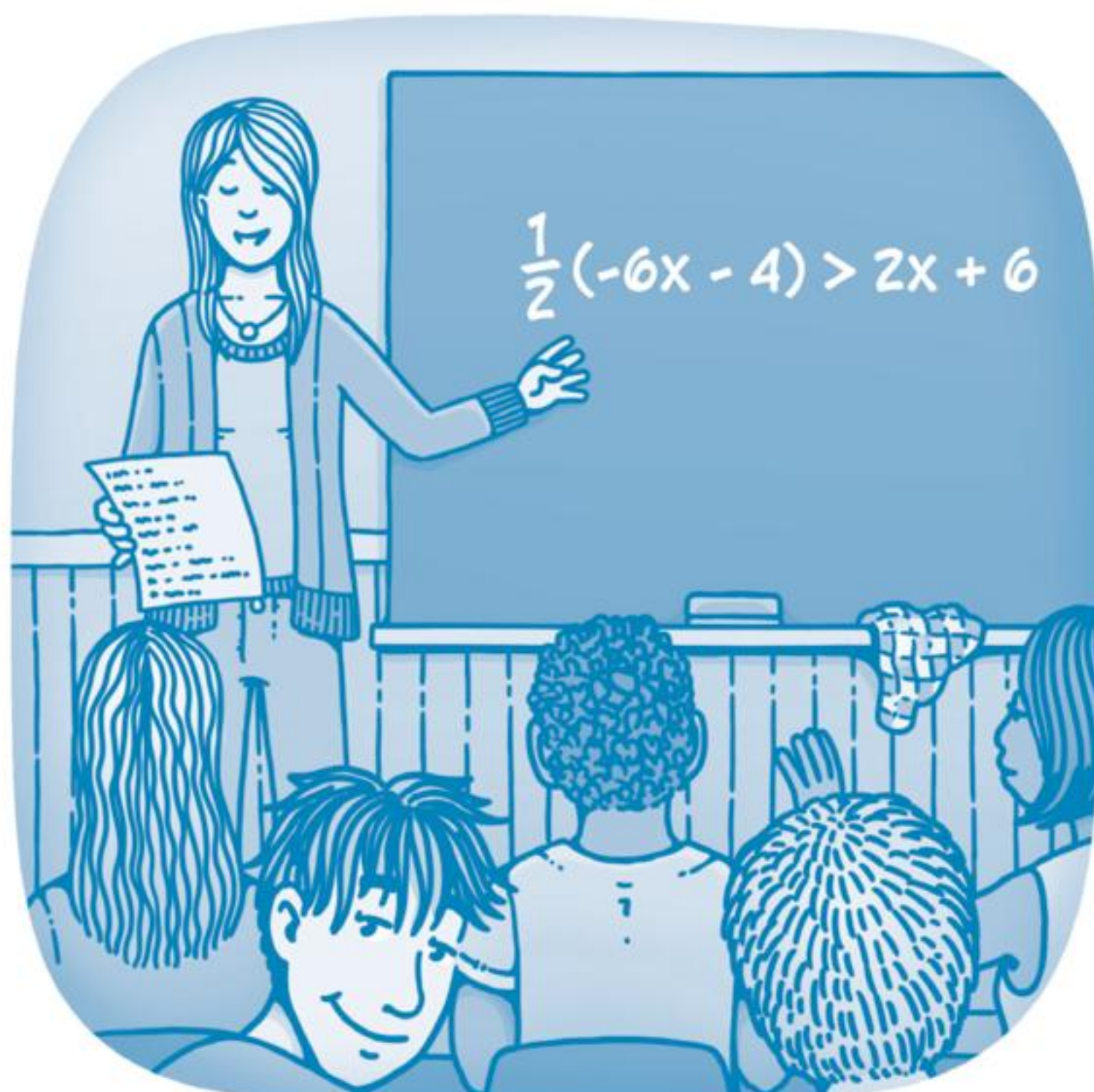
Kevin



They
but now



My uncle
but now



Shanice



We

but now

27 Circle the correct answers

Study *Grammar 9* on page 43 of your *Textbook*. Circle the correct alternative.

- 1 There are good managers and bad *one / ones*.
- 2 The new interns take on much more work than the previous *one / ones*.
- 3 This company has some interesting vacancies. I think this *one / ones* is perfect for you.
- 4 I can take the morning shift or evening shift. Which *one / ones* shall I choose?
- 5 Which workshop do you want to attend? The *one / ones* about customer service or the *one / ones* about working in teams?
- 6 We need some new office chairs. Which *one / ones* are we going to order?

J

GRAMMAR

28 Complete the messages

Complete the conversation by filling in *one* or *ones*. Use *Grammar 9*.

Hi Courtney. Too bad we have to work overtime. I'm going to order pizzas. What kind of pizza do you want? Would you like a small pizza or a large **(1)**

_____? BTW, what do you think about our new interns? Carol, the **(2)** _____ with the curly black hair, seems to have the right attitude; she volunteered to stay overtime and finish the project.

Hi! Pizzas, great! I think I want a pizza Hawaii, that's the **(3)** _____ with pineapple, isn't it? I think a pizza Hawaii is better than the other **(4)** _____ they have on the menu. This flavour is definitely my favourite **(5)** _____. I like working with our new interns as well. I think they are better than the previous **(6)** _____ we have had. Let me know when the pizzas arrive... I'm starving!



For more *Grammar* practice go to *Stepping Stones online*.

K

WATCHING



29 Tick the boxes

Read the sentences below. Then watch *My job: TV presenter* and indicate which of the statements below are true according to the clip.

- ☐ Chris first worked as a Formula 1 presenter when he got hired for *Robot Wars*.
- ☐ Chris got hired at his first audition.
- ☐ According to Chris, a F1-presenter should give detailed information in an understandable way.
- ☐ Chris says you can only be good at your job when you have a passion for it.
- ☐ Chris thinks presenting is like talking to your friends or family.
- ☐ A good presenter should, among other things, be able to switch easily in their thinking and be eager to learn.
- ☐ The most important requirement for being a presenter is that you're a good listener.
- ☐ Observing presenters from other TV shows taught Chris how to become good at his job.

Test Yourself



Study the *Vocabulary*, *Grammar*, and *Stones*. Then do the *Test Yourself* below.



You can also do the *Test Yourself* in *Stepping Stones online*. If necessary, it will refer you to extra online exercises to prepare you for the test.

1 Vocabulary

Translate the words into English and then put the words in the correct place. There are three words you can't use.

<i>aanvullen</i>	<i>opwekken</i>
<i>betrouwbaarheid</i>	<i>presteren</i>
<i>bevredigend</i>	<i>snugger</i>
<i>dringend</i>	<i>tandartsassistent</i>
<i>gretig</i>	<i>toepassen</i>
<i>klantenservice</i>	<i>tweetalig</i>
<i>met meerdere verdiepingen</i>	

- 1 The work you do sounds really _____
- 2 My mother has always wanted to become a _____
- 3 _____ and determination are good qualities.
- 4 For some people it's hard to _____ under pressure.
- 5 I need to speak to you _____! Something happened!
- 6 Part of my job is to _____ shelves.
- 7 I'm _____ to learn new things.
- 8 Have you seen that _____ car park they are building?
- 9 I am _____, which means I can speak two languages fluently.
- 10 When you have a complaint you should call _____

2 Grammar

Fill in the correct form of the verb in brackets.

- 1 (work) Kris mentioned that he _____ never _____ in the food industry before.
- 2 (eat) Before I wanted to eat my sandwich Tim _____ already _____ it!
- 3 (not see) The doctor looked surprised because she _____ the boy before.
- 4 (see) As soon as she _____ him she started to scream.
- 5 (visit) Corey _____ his parents before he moved to Alaska for his internship.
- 6 (not, go) Cynthia told us she _____ to school this morning.
- 7 (leave) Isaah _____ already _____ the party when we arrived.
- 8 (not visit) I explained that I _____ the open day because I visited my grandmother.
- 9 (choose) The manager _____ a candidate for the job.
- 10 (not do) Tim said he _____ his homework.

3 Grammar

Put the sentences in the correct order.

- 1 Paul – work – London – but – no – he – used to – in – does – longer

- 2 piano – she – plays – guitar – used to – the – now – but – the – she – play

- 3 younger – play – when – park – used to – they – a – were – in – they

- 4 take – school – Achmed – bus – to – the – used to – but – he – goes – now – train – by

- 5 but – a – here – used to – cinema – there – be – now – shopping mall – is – there

- 6 shop – to – open – at – used – noon – this – but – opens – it – morning – in – now



4 Grammar

Circle the correct answer.

<u>Send</u> <u>Quote</u> <u>Address</u> <u>Attach</u> <u>Options</u> <u>Spelling</u> <u>Save</u> <u>Security</u> <u>Stop</u>	
To:	jocelyn@email.com
Subject:	A new phone!

Hi Jocelyn,

How are you? I'm not so great. My phone fell out of my hands this morning and the screen is completely cracked now. My dad has a spare **(1)** *one / ones* but, unfortunately, it's not a smartphone... So tomorrow I'm going to that new phone company! You know the **(2)** *one / ones* I told you about the other day: *Phones and more phones*. They sell all kinds of phones, but there are only a few **(3)** *one / ones* I really like. For instance the 300GX. Reviews on the internet say it's the best model in years, but I prefer the smaller **(4)** *one / ones* like the 250 GX or the 280GX. Which **(5)** *one / ones* do you have?

By the way, have I told you about the two cute boys who work there? I especially like the **(6)** *one / ones* with curly hair. I hope he is going to help me choose a new phone tomorrow! I'll let you know :-)

Love,
Nadine

5 Stones

Fill in the dialogue.

- Mr Walker:** Welcome Jason, it's nice to meet you. Now, let's get straight to business. **(1)** _____
_____ (*Waarom heb je gesolliciteerd naar deze functie?*)
- Jason:** Hello Mr Walker. It's nice to meet you too. **(2)** _____
_____ (*Ik zag de vacature op de website van uw bedrijf*) and I thought this would be the perfect job for me.
- Mr Walker:** Could you elaborate on that, please?
- Jason:** Well, **(3)** _____
_____ (*ik heb vrijwilligerswerk bij de dierenopvang gedaan, dus werken als dierenartsassistent zou geweldig zijn*).



Mr Walker: Can you tell me what you did at the animal shelter?

Jason: Absolutely. **(4)** _____

(Na een jaar in de opvang gewerkt te hebben kreeg ik meer verantwoordelijkheid)
For example calling suppliers and giving advice to customers. I even helped at an international convention about rescuing stray animals.

Mr Walker: Being a vet assistant can be quite hard sometimes. **(5)** _____
_____ *(Wat denk je dat je grootste kwaliteiten zijn)?*

Jason: Well, **(6)** _____
_____ *(ik ben een nuchter persoon en ik kan me goed aanpassen aan nieuwe situaties)*. I can also work well with tight deadlines or in times when it's hectic.

Mr Walker: That sounds great, Jason. So, what makes you the best candidate?

Jason: I'm sure there are many others like me but **(7)** _____

(ik denk dat vermogen onder druk te werken mij een goede kandidaat maakt).

Mr Walker: Jason, thank you for your time. I must say I'm quite impressed. I'll let you know if you've got the job as soon as possible.

Jason: My pleasure, **(8)** _____
(ik hoop binnenkort van u te horen).

Mr Walker: Goodbye, Jason!

	OK!	Herhaling (bladzijde 91-95)
Vocabulary	<input type="checkbox"/> 0-3 ft	<input type="checkbox"/> meer dan 3 ft → opdracht 17, 18
Grammar	<input type="checkbox"/> 0-7 ft	<input type="checkbox"/> meer dan 7 ft → opdracht 19, 20, 21
Stones	<input type="checkbox"/> 0-3 ft	<input type="checkbox"/> meer dan 3 ft → opdracht 22, 23, 24

Let hierbij ook goed op je spelling!

Heb je overal OK aangekruist? Ga dan naar *Verrijking* op bladzijde 98.

Wanted: personal assistant

Je gaat een advertentie schrijven om een persoonlijke assistent aan te nemen.

Taalportfolio

A2 Ik kan informatie van persoonlijke aard vragen en geven.

B1 Ik kan gedetailleerde beschrijvingen geven van bekende onderwerpen binnen mijn eigen interessegebied.



STEP 1

Preparation

Look at the *Task* on page 44 of your *Textbook*. In this *Task* you are going to persuade the panel that your design is worth investing money in.

- Study *Stones* 7, 8 and 9 on pages 38 and 42 of your *Textbook*.
- Learn the words from the *Vocabulary* on pages 45 to 47 of your *Textbook*.

Tip First read the sentences under *Step 4: Evaluation* on page 80.
Keep these points in mind when doing your *Task*.

STEP 2

Orientation

Read the advertisement on page 44 of your *Textbook* and answer the following questions in English.

1 What is the advertisement about?

2 Josephine mentions several services or chores she needs help with. Write them down.

STEP 3

Realisation

1 Think of a profile for your personal assistant. Write down in keywords what sort of chores, work experience and so on your personal assistant would need.

Profile	My personal assistant
chores to do	
work experience	
skills needed	
pay	
other	

2 Write a job advert in which you make clear you're looking for a personal assistant. Use the info from the profile for writing the advert. You can write it on a separate piece of paper or use the computer.



3 Work together with a classmate. Swap job adverts with your classmate. Next, study your classmate's advert. Take notes about the following:

– what aspects of the job description do you like?

– would you be suitable for the job? Why (not)?

– what would you like to say about yourself during the job interview?



4a Interview your classmate for the job of personal assistant. Use the job profile you have made. Decide who is the interviewer and who is the job applicant.

Make sure:

- you prepare enough questions to ask your classmate
- you have enough reasons to explain why you're the right candidate for the job
- you make notes of the answers the job applicant gives
- the interview lasts at least three minutes

Switch roles after you've finished the job interview.

b After you have finished the interviews you evaluate how both interviews went.

- Explain to your classmate whether or not you would hire him or her and why (not).
- Also give him or her some tips about things you noticed during the interview. You could mention things like enthusiasm, attitude, and reasons for wanting the job.

STEP 4

Evaluation

Work together with your classmate and answer the questions below.



	true	false
I used words from the <i>Vocabulary</i> .	<input type="checkbox"/>	<input type="checkbox"/>
I used words and sentences from the <i>Stones</i> .	<input type="checkbox"/>	<input type="checkbox"/>
I filled in the personal assistant profile.	<input type="checkbox"/>	<input type="checkbox"/>
I wrote a job advert for a personal assistant.	<input type="checkbox"/>	<input type="checkbox"/>
I was the interviewer in a job interview.	<input type="checkbox"/>	<input type="checkbox"/>
I was the job applicant in a job interview.	<input type="checkbox"/>	<input type="checkbox"/>



Keep (a copy of) your job advert and your notes of the job interviews in your language portfolio.



Herhaling & Verrijking



Theme 1 Just for laughs

	Activity	Book ex.
Herhaling		
Vocabulary		
Vocabulaire		1, 2
Grammar		
1 Past simple, present perfect, past continuous		3
2 Negations (<i>ontkenningen</i>)		4
3 Questions and negative questions (<i>vragen en ontkennende vragen</i>)		5
Stones		
1 Talking about funny experiences		6
2 Recommending something		7
3 Asking for and giving detailed information		8
Verrijking		
Understanding laughter		1, 2



Theme 2 Creative minds

	Activity	Book ex.
Herhaling		
Vocabulary		
Vocabulaire		9, 10
Grammar		
4 Future (<i>toekomstige tijd</i>)		11
5 Word order (<i>woordvolgorde</i>)		12
6 Pitfalls (<i>valkuilen</i>)		13
Stones		
4 Talking about designing and building something		14
5 Asking and giving your opinion		15
6 Giving instructions		16
Verrijking		
Tiny street art		3, 4



Theme 3 Going pro

	Activity	Book ex.
Herhaling		
Vocabulary		
Vocabulaire		17, 18
Grammar		
7 Past perfect (<i>voltooid verleden tijd</i>)		19
8 Used to		20
9 One and ones		21
Stones		
7 Writing an application letter		22
8 Talking about yourself		23
9 Having a job interview		24
Verrijking		
Why everyone loves to work in the UK		5, 6

1 Vocabulary

Study the *Vocabulary of Theme 1* on pages 17 to 19 of your *Textbook*. Look at the picture. First translate the words into English. Then write down the words in the correct places in the illustration. There are two words you can't use.

bekend	_____	hoofdrol	_____
doordeweekse avond	_____	humoristisch	_____
fortuin	_____	nadoen	_____
gastoptreden	_____	verloting	_____

School Theatre Night
14 June 19.30

Our youngest actors will perform the play
Finding a 1

★ ★ The 2 is
played by Sam Jackson.

Our senior students will perform a 3
show with two stand-up comedians
who will 4 different celebrities.

There will be a special
5 of our
local band **The Wall**.

After the show
there will be a
6
with some **great prizes**.

2 Vocabulary

Circle the correct words in the sentences.

- 1 The girl was *confused* / *odd* when she received an anonymous letter.
- 2 John and Tina were really *upset* / *witty* when they heard the bad news.
- 3 You know that pupils are not allowed in the *staffroom* / *summary*, don't you?
- 4 Tom shouldn't always *subscribe* / *ridicule* other students.
- 5 I think I *deserve* / *tease* to take a rest now; I've worked so hard!
- 6 She is not able to turn her *addition* / *anger* into something positive.

For more *Vocabulary* practice go to *Stepping Stones online*.

3 Grammar 1

Study *Grammar 1* on page 11 of your *Textbook*. Fill in the right form of the *past simple*, *present perfect* or *past continuous*.



HERHALING
THEME 1

Martin Gareth: becoming a comedian

Martin Gareth: 'Ever since I was little, I (1) _____ (love) making people laugh. When I was young, I always (2) _____ (know) that I wanted to be a comedian. Even though being a comedian might seem easy, it can be really hard work. Here are some guidelines that (3) _____ (work) for me:

1. Always carry a notebook to write down strange situations or unusual statements. Just be careful not to get caught or overdo it. I once sat next to a couple in a pub and I (4) _____ (write) down some funny things about them when they (5) _____ (ask) me why I was looking at them all the time... They (6) _____ (be) not amused when they found out what I (7) _____ (do).
2. If you really want to be a comedian, you can't sit around waiting to be discovered. I (8) _____ (join) a local youth improvisation group when I was 13 and I often (9) _____ (perform) in school talent shows.
3. Don't get discouraged! There will always be people who won't laugh, but always be proud of your work!'

4 Grammar 2

Study *Grammar 2* on page 15 of your *Textbook*. Complete the sentences using negations.

- 1 I was not (was) at the show yesterday.
- 2 Jacky _____ (will) get a good grade if she doesn't study harder.
- 3 You _____ (should) watch this comedy series!
- 4 My father told me he _____ (can) come to the match.
- 5 Peter _____ (have got) any money left for tickets.
- 6 I _____ (get) that book from my teacher.

5 Grammar 3

Study *Grammar 3* on page 15 of your *Textbook*. Make questions by looking at the answers. Make a negative question if there's a clue with *not*.

Yes, the man owns three sports cars!

_____ (not)

Sorry, I can't tell you more about the project.

Yes, they were the first to leave the party.

_____ (not)

It's certainly too good to be true.

_____ (not)

No, I didn't see that comedy show.



For more *Grammar* practice go to *Stepping Stones online*.

6 Stone 1

Study *Stone 1* on page 10 of your *Textbook*. Complete the dialogue using the clues.

Jenny: Hi Jason! Why were you in such a hurry to see me?

Jason: Well, I witnessed something hilarious the other day. I really have to tell you!

(1) _____

(gisteren – ik – zitten – in restaurant – toen – iets onverwachts – gebeurde).

Jenny: I'm all ears, what happened?

Jason: A woman sitting at a table next to me with her husband suddenly became very angry. She even started shouting. The man didn't react and just continued eating.

(2) _____
 _____ (wij – geen idee – wat aan de hand was).

Jenny: What happened next?

Jason: It became even worse. She threw a whole jug of water over the man. He was soaked! (3) _____
 _____ (kon niet begrijpen – waarom – zij – boos – gedroeg).

In fact, (4) _____
 _____ (iedereen in het restaurant – erg in de war – de hele gebeurtenis).

Everybody stared at the couple but nobody did anything.

Jenny: It almost sounds like one of those hidden camera programs.

Jason: Well, that's exactly what it was! (5) _____
 _____ (werd duidelijk – aan het filmen – gebeurtenis – verborgen camera's).

It was for a scientific program that does all kinds of social experiences to see how people react in extreme situations. It will be on TV in April.

Jenny: Great, I can't wait to see it!

7 Stone 2

Study *Stone 2* on page 14 of your *Textbook*. Draw lines to make the sentences complete.

You shouldn't watch the	can recommend this new quiz show.
If stand-up comedy is your	annoying and predictable.
The story revolves around	as her impressions of actors are amazing.
You must see her perform	spin-off of this series.
Her stand-up shows are	an almost-famous rock singer on tour.
If you like quizzes we	thing you should really check out <i>Comedy Central</i> .



8 Stone 3

Study *Stone 3* on page 14 of your *Textbook*. Use the illustrations and the clues in brackets to write answers or questions.



- 1 > What does the stand-up comedian often do during the show?

< _____
_____ (optredens)



- 2 > What kind of show is this?

< _____
_____ (dagelijks)



- 3 > _____
_____ (iets – show – ?)

< It's a daily show in which the host talks about news items, celebrities and his own life.



- 4 > Do you know what the latest news is on Dion Smith?

< _____
_____ (theatershow – ?)



For more *Stones* practice go to *Stepping Stones online*.



9 Vocabulary

Study the *Vocabulary of Theme 2* on pages 31 to 33 of your *Textbook*. First translate the words into English. Then find the words in the puzzle. Make sure to look in all directions.

bevatten	_____	stuk grond	_____
concept	_____	tekenen	_____
namaken	_____	toezicht	_____
oogst	_____	verbaasd	_____
ruimtelijk	_____	volwassen	_____
schetsen	_____	waarde	_____

W	E	S	P	A	C	I	O	U	S	E	Q	R	H	S
A	R	T	S	U	P	E	R	V	I	S	I	O	N	K
M	Y	V	X	C	V	R	T	A	D	L	A	D	O	E
A	U	A	Y	C	O	N	T	A	I	N	Q	R	I	T
Z	I	L	H	J	A	K	L	S	M	Y	T	A	Y	C
E	O	U	P	R	S	F	D	F	N	A	R	F	P	H
D	P	E	L	L	J	H	R	G	C	W	T	T	M	N
R	I	Z	C	V	O	G	A	H	R	E	E	U	N	B
T	Y	M	N	B	Q	T	W	J	O	R	F	G	R	V
R	E	P	R	O	D	U	C	E	P	T	Z	X	C	E

10 Vocabulary

Complete the sentences by filling in the words from the box. Choose from:

birdcage – cement worker – interior designer – invite – piece of furniture – recyclable – sand – workspace

- If you want people to come to the opening you have to _____ them.
- A _____ builds walls and houses.
- You have to _____ the wood before you paint it.
- If you want to keep a bird as a pet you'll need a _____
- A table is a _____ that you'll find in nearly every house.
- An _____ can advise you on how to redecorate your house.
- If you can use an item more than once you call it _____
- A place created especially to work in is called a _____

 For more **Vocabulary** practice go to **Stepping Stones online**.

11 Grammar 4

Study *Grammar 4* on page 25 of your *Textbook*. Make sentences in the *future tense* by using the clues in brackets.

- 1 _____
_____ (museum – open – 11.00 uur)
- 2 _____
_____ (denk je – sneeuwen – vannacht – ?)
- 3 _____
_____ (ik – maandag – naar tandarts)
- 4 _____
_____ (Sheila – belooft – taart bakken – voor feest)
- 5 _____
_____ (ik – studeer – vanmiddag – van 3 tot 6 – met een klasgenoot)

12 Grammar 5

Study *Grammar 5* on page 25 of your *Textbook*. Put the sentences in the correct order.

- 1 designed – they – last week – a new – leather bag – at the studio

- 2 on Mondays – I – at 7.30 – always – get up

- 3 your sister – did – yesterday – play tennis – in Birmingham – ?

- 4 often – they – are – late – on Friday – at school

- 5 my aunt and uncle – visit – us – didn't – over the weekend – at our holiday resort

13 Grammar 6

Study *Grammar 6* on page 29 of your *Textbook*. Circle the correct words in the sentences.

- 1 Don't forget to take *your* / *you're* coat to the concert.
- 2 I think this dress looks better on you *than* / *then* the red one.
- 3 You don't have *to* / *too* go to the award ceremony if you don't want to.
- 4 The girl over *there* / *they're* is my sister Josie.
- 5 The dog always sleeps in *it's* / *its* kennel.
- 6 My parents *were* / *we're* at the theatre when you called.

 For more **Grammar practice** go to **Stepping Stones online**.



14 Stone 4

Study *Stone 4* on page 24 of your *Textbook*. Complete the text using the clues.

A special design

Nora Johnson is a young designer who was asked to do something special for this museum. We asked her to tell about this project. '(1) _____

_____ (*ik – ga – een speciale boekenkast – ontwerpen*).

The manager wants a big design in the new library of the museum. Because all the books there will be about art, he wants it to have a special design. (2) _____

_____ (*een bezoek aan een ander museum – geholpen – ideeën – dit project*). I can't say too much about it because I'm still in the middle of the building process. What I can say is that (3) _____

_____ (*ik – ga – een deel van de boekenkast – bouwen – hergebruikte materialen*). And what's really special is that (4) _____

_____ (*ik – ga – sommige delen – opbouwen – met behulp van – 3D-printen*). The new library will be opened on 3 August, so I still have a few more weeks to work on it. It's all very exciting!'

15 Stone 5

Study *Stone 5* on page 24 of your *Textbook*. Make one question and one answer from each box.

are you – designed – pleased – I've – with – the leather jacket – ?

and – great patterns – in my – opinion, – the jackets – have – wonderful colours

1 _____

2 _____

your opinion – what's – I've – of – these figures – sketched – ?

I think – sloppy – personally, – they're – kind of

3 _____

4 _____

have – got – you – comments – on –
any – the birdcage – I've – made – ?

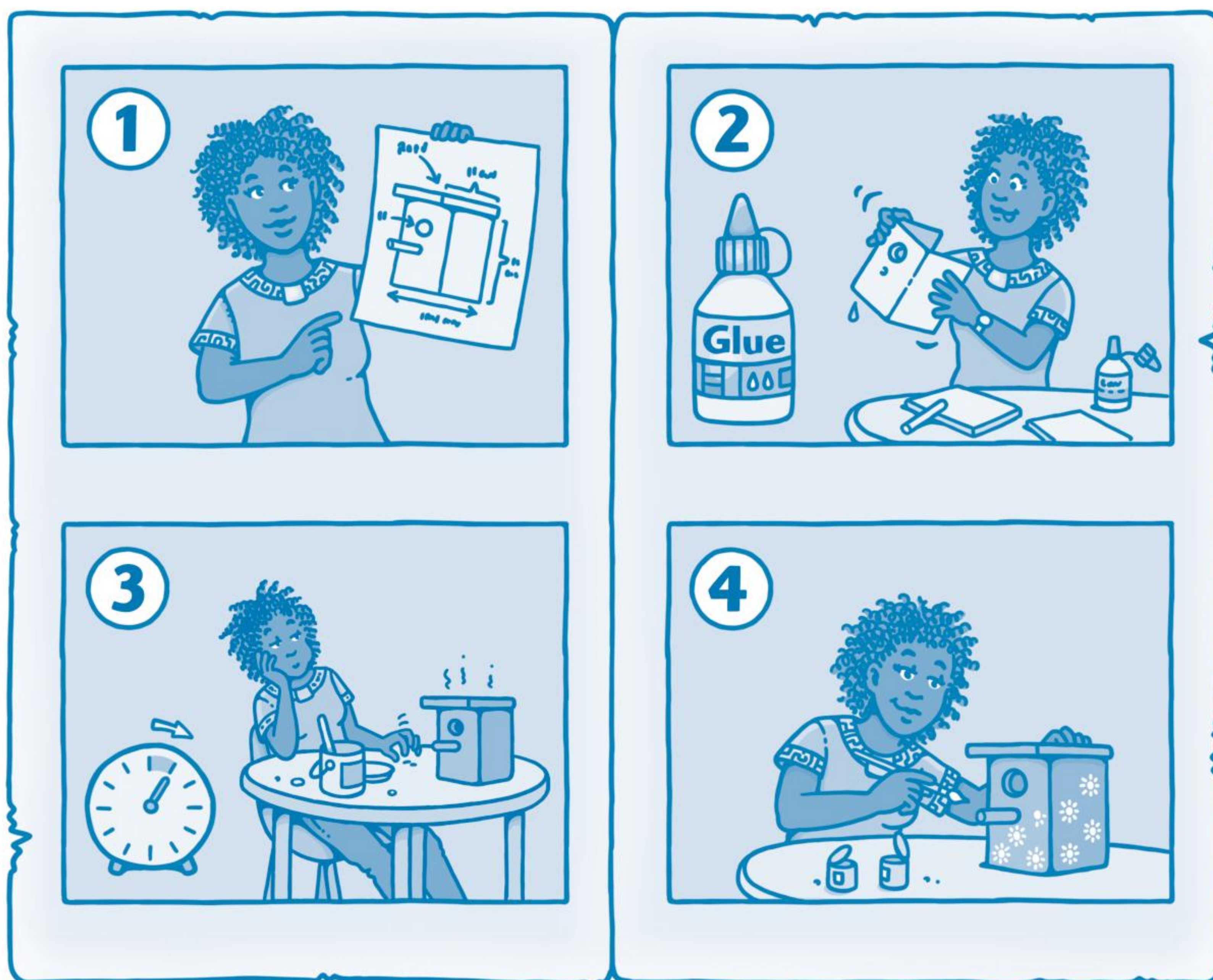
a bit more work – some parts –
could use – I – feel

5 _____

6 _____

16 Stone 6

Study *Stone 6* on page 28 of your *Textbook*. Look at the illustration. Write down the sentences.



1 The first thing _____

2 Then _____

3 You _____

4 Add _____

For more *Stones* practice go to *Stepping Stones online*.



17 Vocabulary

Study the *Vocabulary of Theme 3* on pages 45 to 47 of your *Textbook*.
Draw lines to match the words with the correct translations.

attitude	gretig
bilingual	houding
eager	steun
support	tweetalig
to emerge	druk
pressure	verschijnen, opkomen
reliability	vertegenwoordigen
to represent	betrouwbaarheid

18 Vocabulary

Complete the sentences using words from the box.

to appeal – to cope with – customer-service – intern – punctuality – rapidly – supply – upside – urgently

- 1 After working as an _____ at the shop for six months, they offered me a job.
- 2 He _____ stocked the shelves, so he could go home early.
- 3 I reported my complaint to the _____, but haven't heard from them since.
- 4 The _____ of going on holiday in February is that it's easy to book a hotel.
- 5 I'm sure this new product is going _____ to a lot of people.
- 6 _____ is important in this job, so make sure you're on time every day.
- 7 You'll have to be willing _____ working overtime at least twice a week.
- 8 This is very important. This document has to be taken to the manager _____



For more *Vocabulary* practice go to *Stepping Stones online*.



19 Grammar

Study *Grammar 7* on page 39 of your *Textbook*. Write down what you say in English.

What had Ronny achieved when he was 25?

(toen – 25 – was – heeft gescoord – drie nummer 1 hits)

What did you do?

(zodra ik – genoeg geld gespaard – ging ik op vakantie)

What did Jeremy tell you?

(hij – mij verteld – hij naar bioscoop was geweest)

What happened at the concert last night?

(toen – ik – daar kwam – concert – al begonnen)

What did you do after you went shopping?

(nadat ik nieuwe schoenen gekocht had – ging – naar huis)



20 Grammar 8

Study *Grammar 8* on page 43 of your *Textbook*. Write down sentences with *used to*.

- 1 Nu werk je vijf dagen per week, maar vroeger werkte je drie dagen per week.
I used to work three days a week.
- 2 Nu gaan jullie bijna nooit meer, maar vroeger gingen jullie elk weekend naar het park.
We _____
- 3 Je ouders gaan altijd naar Spanje op vakantie, maar vroeger gingen ze altijd naar Italië.

- 4 Je hield vroeger erg van tijdschriften lezen, maar nu houd je meer van gamen met vrienden.

- 5 Je zus tennist twee keer per week, maar vroeger voetbalde ze twee keer per week.

- 6 Je kreeg vroeger veel goede cijfers, maar de laatste tijd krijg je veel slechte cijfers.

21 Grammar 9

Study *Grammar 9* on page 43 of your *Textbook*. Complete the text by choosing the correct alternative.

Do's and don'ts for ball boys and girls

For a young sports fan, it's **(1)** *one / ones* of the best jobs on the planet; a ball boy or ball girl. The lucky **(2)** *one / ones* that are picked for this job can see some great athletes doing what they do best. All for the task of fetching a ball every few minutes.

Let's take a look at some ball boy do's and don'ts:

- Give the ball back quickly, don't go after the **(3)** *one / ones* that are kicked or hit too far away; in that case you should always throw a new **(4)** *one / ones*.
- The best balls to catch are the **(5)** *one / ones* that are passed directly at you. In that case you can try to make a great catch, like the **(6)** *one / ones* by Jonty Rhodes. He plucked a tennis ball that Roger Federer passed right at him and a video of it became an instant internet hit.
- Try not to make any crucial mistakes! Ball boy videos on YouTube that are watched the most are the **(7)** *one / ones* in which we witness bloopers. Take the **(8)** *one / ones* in which a Spurs ball boy was over-enthusiastic and threw the ball too far away, only to be caught by one of the Greek opponents who scored right away.



For more *Grammar* practice go to *Stepping Stones online*.

22 Stone 7

Study *Stone 7* on page 38 of your *Textbook*. Look at the illustration. Write a sentence with each illustration. Use the clues.



1 (*ik – zag*) _____



2 (*solliciteren naar*) _____



3 (*heb – veel ervaring*) _____



4 (*ik – beschikbaar – persoonlijk gesprek*) _____

23 Stone 8

Study *Stone 8* on page 42 of your *Textbook*. Make sentences by using words from each column. Then write down the Dutch translation.

I'm a down-to-earth	and I enjoy	in learning new ones.
I think I am	person and I adapt	creative and well organised.
I have some basic	skills and I'm interested	person and also a creative one.
I would describe	myself as an ambitious	I'm studying to learn new ones.
I'm a reliable person	hard working,	well to unexpected situations.
I have some management	computing skills but	working in a team.



- 1 EN _____
NL _____
- 2 EN _____
NL _____
- 3 EN _____
NL _____
- 4 EN _____
NL _____
- 5 EN _____
NL _____
- 6 EN _____
NL _____

24 Stone 9

Study *Stone 9* on page 42 of your *Textbook*. Complete the conversations by writing complete sentences. Use the clues between brackets.

> (1) *(Waarom heb je gesolliciteerd naar deze functie?)*

> _____

< (2) *(Ik heb het altijd al leuk gevonden voor dieren te zorgen, dus de stage als dierenartsassistent zou goed passen bij mijn interesses.)*

< _____

< _____

> (3) *(Welke bevoegdheden heb jij?)*

> _____

< (4) *(Ik volgde een cursus in dierenverzorging en ik heb verscheidene andere kwaliteiten.)*

< _____

< _____

< (5) *(Wat denk je dat je grootste kwaliteiten zijn?)*

< _____

> (6) *(Ik denk dat mijn kwaliteiten nauwkeurigheid en betrouwbaarheid zijn.)*

> _____



For more *Stones* practice go to *Stepping Stones online*.



1 Make the correct combinations

Read *Understanding laughter* on page 50 of your *Textbook*. Match the words with their translations and fill in the letters in the grid.

- | | |
|------------------|------------------|
| 1 average | a gemiddeld |
| 2 response | b onderdrukken |
| 3 gestures | c tegelijkertijd |
| 4 simultaneously | d besmettelijk |
| 5 contract | e gebaren |
| 6 contagious | f bevestigd |
| 7 suppress | g voorkomen |
| 8 generate | h reactie |
| 9 confirmed | i activeren |
| 10 occur | j samentrekken |

1	2	3	4	5	6	7	8	9	10

2 True or false?

Read *Understanding laughter again*. Indicate whether the sentences are true or false according to the text.

	true	false
1 In the first paragraph some positive effects of laughing are described.	<input type="checkbox"/>	<input type="checkbox"/>
2 We need humour to be able to laugh.	<input type="checkbox"/>	<input type="checkbox"/>
3 When you laugh your muscles move before you produce a sound.	<input type="checkbox"/>	<input type="checkbox"/>
4 You always know what you are laughing about.	<input type="checkbox"/>	<input type="checkbox"/>
5 Controlling laughter can sometimes be difficult because your brain gets triggered while you're not aware of it.	<input type="checkbox"/>	<input type="checkbox"/>
6 Provine compares a function of laughter to the singing of birds.	<input type="checkbox"/>	<input type="checkbox"/>
7 People laugh as much in social settings as they do alone.	<input type="checkbox"/>	<input type="checkbox"/>
8 Laughter causes people to connect more easily.	<input type="checkbox"/>	<input type="checkbox"/>

3 Choose the correct answer

Read *Tiny street art* on page 51 of your *Textbook*. Combine each statement with the correct artist(s). Tick the correct box(es).

	Slinkachu	Cordal
Telling a story is important.	<input type="checkbox"/>	<input type="checkbox"/>
Photography is part of the project.	<input type="checkbox"/>	<input type="checkbox"/>
Art work shows hard life in the city.	<input type="checkbox"/>	<input type="checkbox"/>
Wants people to leave his work on the street.	<input type="checkbox"/>	<input type="checkbox"/>
Looking for a new challenge.	<input type="checkbox"/>	<input type="checkbox"/>
Doesn't care if people take his work.	<input type="checkbox"/>	<input type="checkbox"/>



4 Answer the questions

Read *Tiny street art* again. Answer the questions from the interview as if you are the artist. Use information from the text.

@Cordal: Why are road sweepers one of your biggest enemies?

@Slinkachu: What do you use to create your art work?

@Slinkachu: What does your work have in common with graffiti?

@Slinkachu: Why does your artwork go unnoticed by a lot of people?

@Cordal: What happens to your art work when you leave it behind?

@Slinkachu: What are some of the emotions you want to show in your art work?



5 Correct the mistakes

Read *Why everyone loves to work in the UK* on page 53 of your *Textbook*. Underline the mistakes in the sentences. Then write down the correct sentence.

- 1 The UK is a popular country to work in because it's easy to get a job there.

- 2 During his work experience Raj learned all about the testing of an aero engine.

- 3 Employers in the UK are encouraged to accept the cultural differences of their staff.

- 4 It can sometimes be difficult for Editha at work because of the language barrier.

- 5 Because it's difficult for Ramona to combine college with working at the shop, she only works in the evenings.

- 6 Sarah decided to work double shifts during the cruise because she likes the job a lot.

- 7 In the UK you have to overcome some obstacles if you want to start your own company in most areas of business.

- 8 In the beginning Fraser sold his products to farmers.

6 Choose the correct alternative

Read *Why everyone loves to work in the UK* again. Circle the correct alternative in each sentence.

- 1 Raj says his work at Rolls Royce was very *challenging* / *varied*.
- 2 According to the text it's normal in Britain to *earn a lot of money* / *work hard*.
- 3 Sarah likes *the friendly relationships with her colleagues* / *meeting different people* best about her job.
- 4 Ramona names *her colleagues* / *the working speed* as a positive aspect of her job.
- 5 Editha names *one* / *not one* negative aspect of her job.
- 6 Editha *has colleagues as friends* / *doesn't have colleagues as friends*.
- 7 For his SuperJams Fraser *used someone else's recipes* / *created all the recipes himself*.
- 8 The recipes for SuperJam have *been changed a couple of times* / *never been changed*.



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Exam Preparation

In de *Exam Preparation* ga je je voorbereiden op het examen. Je gaat oefenen met vragen en opdrachten zoals je die in het schoolexamen en het Centraal Schriftelijk Examen (CSE) zult tegenkomen. De *Exam Preparation* bestaat uit vijf onderdelen: *Listening*, *Watching*, *Reading*, *Writing* en *Speaking*.

Bij *Listening* en *Watching* oefen je met het toepassen van strategieën. Die zullen je tijdens het examen helpen om de vragen te beantwoorden. Bij *Reading* oefen je met de verschillende verschillende vraagtypes die je tegen kunt komen tijdens het Centraal Schriftelijk Examen. Je maakt eerst steeds een aantal opdrachten die je voorbereiden op de vragen uit het CSE of het kijk- en luisterexamen. Daarna maak je de vragen zelf. De antwoorden op al deze vragen kun je controleren op pagina 112 van je *Activity Book*. Bij *Speaking* en *Writing* oefen je met verschillende schrijf- en spreekopdrachten die je tijdens je schoolexamen kunt tegenkomen.

1 LISTENING

In dit onderdeel ga je oefenen met vragen die je tijdens het kijk- en luisterexamen tegen kunt komen. Dit examen bevat een lang luisterfragment dat bestaat uit twee delen. Meestal begint het fragment met een interview, daarna volgt een aantal korte nieuwsberichten. Naast de luisterfragmenten bevat het examen een videofragment. Om de vragen bij de fragmenten goed te beantwoorden, kun je verschillende kijk- en luisterstrategieën inzetten. Hieronder oefen je met het toepassen van deze strategieën.

 **Tip** In het Cito Kijk- en luisterexamen is er na iedere vraag 10 seconden tijd om de vraag te beantwoorden én de volgende vraag te lezen.

Strategieopdracht

- 1 Bij deze en de volgende opdracht ga je luisteren naar een interview. Lees *Join the reserves* op bladzijde 56 van je Textbook. Lees dan de zinnen hieronder en omcirkel het juiste antwoord.
 - 1 Shelter from the Storm vangt 44 mensen op *per nacht* / *per jaar*.
 - 2 De tekst vertelt hoe een *stichting* / een *kerk* daklozen helpt.
- 2 Lees vraag 3 van deze opdracht hieronder. Lees ook de Cito-voorbereidingsvragen van de volgende opdracht. Waar denk je dat het in het luisterfragment over zal gaan?



- 3 Luister nu naar de introductie van *Shelter from the Storm*. Kruis het juiste antwoord aan. Waarom is Shelter from the Storm opgericht?
 - A ☐ Het biedt daklozen een slaapplek.
 - B ☐ Het functioneert als bemiddelingsbureau tussen daklozen en mensen die willen helpen.
 - C ☐ Het biedt zowel steun als onderdak aan daklozen.

Controleer je antwoorden op bladzijde 112 van je *Activity Book*.

2 Cito-voorbereidingsvragen

Listen to *Shelter from the Storm* and choose the correct alternative.
There is a pause after each question.

1 

LISTENING



- 1 Wat vertelt Dorine over de oprichters van Shelter from the Storm?
A ☐ Ze waren geschrokken van de leefomstandigheden van dakloze mensen.
B ☐ Voordat ze Shelter oprichtten, brachten ze daklozen onder bij rijke mensen in Islington.
C ☐ Ze wilden dat daklozen zich niet meer in Islington zouden moeten begeven.
- 2 Wat zegt Dorine over de uitgangspunten van Shelter from the Storm?
A ☐ Ze willen het grote belang van opvanghuizen voor daklozen benadrukken.
B ☐ Ze willen tegemoetkomen aan de omstandigheden van iedere dakloze.
C ☐ Ze willen zich vooral richten op de schrijnende gevallen van dakloosheid.
- 3 Wat maakt Dorine hier duidelijk over het werken als vrijwilliger bij Shelter?
A ☐ Het werk is eigenlijk te zwaar voor hen.
B ☐ Het is niet eenvoudig werk, maar geeft wel een goed gevoel.
C ☐ Vrijwilligers moeten vaak langere diensten draaien.
- 4 Wat vertelt Dorine over haar betrokkenheid bij het werk?
A ☐ Ze was in het begin te veel betrokken bij het leed van de daklozen.
B ☐ Ze is heel anders over daklozen gaan denken.
C ☐ Ze wil graag haar eigen vaardigheden toepassen binnen Shelter from the Storm.
- 5 Wat benadrukt Dorine hier?
A ☐ Shelter heeft eigenlijk voortdurend geldgebrek.
B ☐ Niet alle daklozen komen in aanmerking voor opvang bij Shelter.
C ☐ Shelter ontvangt geen geld van de overheid, maar dit heeft ook voordelen.
- 6 Wat vertelt Mike hier?
A ☐ Hij bedacht smoesjes om een bepaalde indruk achter te laten.
B ☐ Hij gebruikte zijn geld vaak voor andere zaken dan eten.
C ☐ Hij bepaalde elke dag een nieuw doel voor zichzelf.
- 7 Wat maakt Mike hier duidelijk?
A ☐ dat hij binnen Shelter altijd zijn eigen plannen heeft kunnen maken
B ☐ dat hij binnen Shelter ook altijd verboden middelen bleef gebruiken
C ☐ dat zijn komst naar Shelter voor hem een ommekeer is geweest
- 8 Wat benadrukt Mike hier van Shelter from the Storm?
A ☐ Shelter from the Storm heeft hem aan een vaste baan bij McDonald's geholpen.
B ☐ Door hulp van Shelter from the Storm kreeg hij een kans op de arbeidsmarkt.
C ☐ Het bleek uiteindelijk onmogelijk voor Shelter from the Storm om Mike aan werk te helpen.

3 Strategieopdracht

- 1 Bij deze en de volgende opdracht ga je luisteren naar een aantal korte berichten. Lees eerst vraag 2 van deze opdracht hieronder. Waarop moet je tijdens het luisteren vooral goed letten?

Op wat er gezegd wordt over _____



LISTENING



2 Luister nu *gericht* naar het eerste nieuwsitem en kruis het juiste antwoord aan.

Wat wordt hier beweerd over het taalgebruik van jongeren?

- A ☐ Door het sms'en leren jongeren veel beter te communiceren.
- B ☐ Het vele sms-gebruik kan ten koste gaan van hun normale taalgebruik.
- C ☐ Ze gebruiken veel afkortingen helemaal verkeerd.

Controleer je antwoorden op bladzijde 112 van je *Activity Book*.



4 Cito voorbereidingsvragen

Listen to the news items and choose the correct alternatives. There is a pause after each question.

- 1 Waarom moest een Amerikaans vliegtuig landen volgens dit bericht?
 - A ☐ De gehele bemanning werd ziek tijdens de vlucht.
 - B ☐ Door ziekte was men vergeten het vliegtuig voor vertrek te controleren.
 - C ☐ Passagiers en bemanningsleden kregen een mysterieuze ziekte.
- 2 Wat wordt hier gezegd over een operazanger?
 - A ☐ Hij werd gearresteerd wegens huisvredebreuk.
 - B ☐ Hij haalde een grap uit met zijn burens en de politie.
 - C ☐ Hij zorgde onbewust voor geluidsoverlast.
- 3 Waarom besloot Emily McCombs de kat Corey in huis te nemen?
 - A ☐ omdat ze met die kat beroemd wilde worden
 - B ☐ omdat ze medelijden had met de kat
 - C ☐ vanwege haar liefde voor dieren
- 4 Wat heeft de orang-oetang meegemaakt?
 - A ☐ De moeder verstootte het dier.
 - B ☐ Het dier werd in illegale gevangenschap mishandeld.
 - C ☐ Het dier werd op wrede manier van haar familie gescheiden.
- 5 Over welke primeur gaat dit bericht?
 - A ☐ over het verkopen van korte verhalen via een automaat
 - B ☐ over een nieuwe manier om korte verhalen te schrijven
 - C ☐ over het voorlezen van korte verhalen aan reizigers
- 6 Wat wordt gezegd over een Chinese boer?
 - A ☐ Hij wilde een kunstwerk creëren voor zijn broers.
 - B ☐ Hij bouwde een nieuw huis omdat hij uit zijn eigen huis was gezet.
 - C ☐ Hij bouwde een huis voor familieleden die al waren overleden.



WATCHING

1 Strategieopdracht

1 Lees *Working Life* op bladzijde 56 van je *Textbook*. Beantwoord daarna de vragen in het Nederlands.

1 Wat gebeurt er met het eten in het Yo! Sushi restaurant nadat het is klaargemaakt?

2 Wat voor werk doet Deshi precies?

3 Wat doet Amanda in de winkel waar ze werkt?

- 2 Lees vraag 3 van deze opdracht hieronder en de uitleg over strategieën in de *Yellow Pages* op bladzijde 126 van je *Textbook*. Welke strategie zou je moeten toepassen om de vraag te beantwoorden? Kruis het juiste antwoord aan.
- ☐ globaal kijken en luisteren
 - ☐ gericht kijken en luisteren
 - ☐ intensief kijken en luisteren
- 3 Kijk nu naar het begin van *Working life*. Kruis het juiste antwoord aan. Wat wordt er gezegd over een Yo! Sushi restaurant in Londen?
- A ☐ Het heeft moeite om geschikt personeel te vinden.
 - B ☐ Het is onlangs geopend in een welvarende wijk.
 - C ☐ Het moet afgebroken worden voor een nieuw metrostation.



Controleer je antwoorden op bladzijde 112 van je *Activity Book*.

2 Cito voorbereidingsvragen



Watch *Working life* and choose the correct answers. There are pauses.

Eerste deel: Yo! Sushi

- 1 Wat wordt hier duidelijk gemaakt over het personeel van Yo! Sushi?
- A ☐ dat het nogal verschilt hoelang ze er blijven werken
 - B ☐ dat de meeste van hen niet erg geïntereiseerd zijn in hun werk
 - C ☐ dat ze over het algemeen veel te weinig verdienen
- 2 Wat wordt hier vooral verteld over mensen die bij Yo! Sushi werken?
- A ☐ De meeste van hen maken te veel fouten tijdens het werk.
 - B ☐ Er werken relatief veel buitenlanders in dit soort restaurants.
 - C ☐ Ze worden behoorlijk streng aangepakt en er is veel verloop.
- 3 Wat vertelt Kieran Whelan de medewerkers van Yo! Sushi hier?
- A ☐ dat ze direct ontslag kunnen nemen als ze klachten hebben
 - B ☐ dat ze bij elkaar zijn om klachten over de werkdruk te bespreken
 - C ☐ dat ze soepel moeten omgaan met klachten van klanten
- 4 Waarover gaat het volgende punt dat Kieran Whelan bespreekt?
- A ☐ over het gebruikmaken van pauzes
 - B ☐ over het eerder weggaan om de metro te halen
 - C ☐ over het omgaan met grotere groepen klanten

Tweede deel: Debenham's

- 5 Wat legt Vicky hier uit?
- A ☐ wat haar beroep inhoudt
 - B ☐ wat ze leuk vindt aan haar beroep
 - C ☐ wat ze zoal dagelijks doet
- 6 Hoe is Vicky aan haar baan bij Debenham's gekomen?
- A ☐ door een meisje dat ze daar kende
 - B ☐ door een succesvolle stageperiode
 - C ☐ door haar vader, die daar ook werkt
- 7 Waarover praat Vicky hier vooral?
- A ☐ over de minder leuke kanten van haar werk
 - B ☐ over hoe haar loon zich ontwikkelde
 - C ☐ over welke taken ze op welke leeftijd deed



WATCHING

- 8 Waarom is vandaag een speciale dag voor Vicky?
- A ☐ omdat iemand haar werkt komt beoordelen
 - B ☐ omdat ze een nieuwe collega moet inwerken
 - C ☐ omdat ze meedoet aan een etalagewedstrijd
- 9 Wat wordt hier duidelijk gemaakt over Vicky?
- A ☐ dat ze vaak een lastige medewerker kan zijn
 - B ☐ dat ze veel ambities heeft in haar werk
 - C ☐ dat ze een opleiding doet om manager te worden



READING

In dit onderdeel ga je oefenen met vragen die je tijdens het Centraal Schriftelijk Examen tegen kunt komen. Dit examen bevat meerdere (soorten) teksten met verschillende soorten vragen. Om de vragen bij de teksten goed te beantwoorden, kun je verschillende leesstrategieën inzetten. Hieronder oefen je met het toepassen van deze strategieën op de verschillende vraagtypes.

! **Let** op! Beantwoord een *open vraag* altijd in het Nederlands, behalve als het anders is aangegeven.

1 Meerkeuzevragen

Bij deze en de volgende opdracht ga je oefenen met het beantwoorden van *meerkeuzevragen*. Lees het gedeelte over meerkeuzevragen in *Exam Help* op bladzijde 155 van je *Textbook*.

- 1 Wat is de beste aanpak bij meerkeuzevragen? Zet onderstaande zinnen in de goede volgorde. Nummer ze van 1 tot en met 4.
- ☐ Kijk welke van de keuzemogelijkheden het beste bij jouw gevonden antwoord past.
 - ☐ Probeer zelf, door zoekend lezen, een antwoord op de vraag te vinden.
 - ☐ Bepaal wat voor tekstsoort het is door de tekst globaal te bekijken.
 - ☐ Lees alleen de vraag, niet de antwoorden.

Controleer je antwoorden op bladzijde 112 van je *Activity Book*.

2 Examenvraag

Read *You did what? I walked the length of the USA* on page 57 of your *Textbook*. Then answer the exam questions.

- 1 Why did Andy West go on a 5,000km-walk, according to paragraph 1? (1p)
- A ☐ He decided to change his lifestyle after a serious illness.
 - B ☐ He had long wanted to undertake a project such as this one.
 - C ☐ He needed to escape from trouble in his professional and personal life.
- 2 Which of the following is true according to paragraph 3? (1p)
- A ☐ Andy found some parts of the country he walked through rather boring.
 - B ☐ During his journey Andy sometimes walked alone for days on end.
 - C ☐ Hunters helped Andy escape from a dangerous wild animal.
 - D ☐ The survival tips given to Andy beforehand proved useless.


- 3 Alinea 4 beschrijft hoe Andy zijn tocht heeft beleefd. Welke combinatie van woorden geeft zijn oordeel over de tocht weer? (1p)
- A ☐ afwisselend maar gevaarlijk
 - B ☐ avontuurlijk maar eenmalig
 - C ☐ uitdagend maar aan te bevelen
 - D ☐ vermoeiend maar leerzaam

3 

READING

1 Moeilijke woorden

- 1 Read *Leaves on the line?* on page 58 of your *Textbook*. Here are some keywords from the text. Guess their meaning in Dutch and write them down. Then check with your dictionary.

 **Tip** Look at *Yellow Pages* on page 124 in your *Textbook* about *Een woordenboek gebruiken*.

	My guess	Dictionary
delayed	_____	_____
novelty	_____	_____
ruffled	_____	_____
announcement	_____	_____
rare	_____	_____
occurrence	_____	_____
seagull	_____	_____

Controleer je antwoorden op bladzijde 112 van je *Activity Book*.

2 Examenvraag

- 1 Waarom heeft dit bericht over een vertraagde trein de krant gehaald? (1p)
- A ☐ De manier waarop de vertraging werd meegedeeld, zorgde voor paniek.
 - B ☐ De oorzaak van de vertraging was zeer ongewoon en opmerkelijk.
 - C ☐ Er wordt getwijfeld aan de reden die de machinist gaf voor de vertraging.

1 Open vragen

Bij deze en de volgende opdracht ga je oefenen met het beantwoorden van *open vragen*. Lees het gedeelte over open vragen in *Exam Help* op bladzijde 156 van je *Textbook*. Verbeter daarna onderstaande beweringen.

- 1 Open vragen mogen zowel in het Engels als in het Nederlands worden beantwoord.

- 2 Het antwoord mag best uitgebreid zijn.

- 3 Soms moet je een Engelse zin uit de tekst vertalen.

5 

READING



READING

4 Je leest eerst de tekst en dan de vraag.

5 Je moet de tekst altijd van begin tot eind lezen.

Controleer je antwoorden op bladzijde 112 van je *Activity Book*.

2 Examenvraag

Read *Are you our hero/heroine of the year?* on page 58 in your *Textbook*. Answer the question in Dutch.

1 Als reactie op de advertentie besluit je een verhaal in te sturen. Welke twee mogelijkheden heb je om te bewijzen dat de heldendaad uit je verhaal echt gebeurd is? (2p)



READING

1 Moeilijke woorden

Read *Man Eats World's Hottest Curry* on page 60 in your *Textbook*. Have a look at the English words below. Guess their Dutch meaning. If you really do not know a Dutch meaning, use a dictionary.

Tip Look at *Een woordenboek gebruiken* in the *Yellow Pages* on page 124 in your *Textbook*.

English	Dutch
curry	_____
despite	_____
goggle	_____
cause	_____
disclaimer	_____
vomit	_____
swallow	_____

2 Examenvraag

Read *Man Eats World's Hottest Curry* again. Answer the question.

1 Uit welke zin blijkt dat Ian Rothwell wist dat het gevaarlijk kon zijn om dit gerecht te eten? Citeer (= *schrijf over uit de tekst*) de eerste twee woorden van deze zin. (1p)

Controleer je antwoorden op bladzijde 112 van je *Activity Book*.

1 True/False-vragen

Bij deze en de volgende opdracht ga je oefenen met het beantwoorden van *True/False-vragen*. Lees het gedeelte over True/False-vragen in *Exam Help* op bladzijde 156 van je *Textbook*. Maak daarna onderstaande zinnen af.

- 1 Het is nuttig om belangrijke woorden in de bewering te _____
- 2 De bewering is juist als er in de tekst _____
- 3 Een bewering gaat nooit over één woord of uitdrukking, maar over _____

2 Examenvraag

Read *Rescue the Hitchcock* 9 on page 61 in your *Textbook*. Answer the questions. Geef van elk van de volgende beweringen aan of deze juist of onjuist is volgens de tekst. (2p)

- | | |
|---|------------------------|
| 1 De British Film Industry heeft nieuwe films van Hitchcock ontdekt in Hertfordshire. | <i>juist / onjuist</i> |
| 2 De British Film Industry voorziet de oude Hitchcockfilms van geluid. | <i>juist / onjuist</i> |
| 3 Stomme films werden vroeger zelden bewaard. | <i>juist / onjuist</i> |
| 4 Films zonder geluid werden gemaakt van kostbaar materiaal. | <i>juist / onjuist</i> |

1 Gatenteksten

Bij deze en de volgende opdracht ga je oefenen met het beantwoorden van *gatenteksten*. Lees het gedeelte over gatenteksten in *Exam Help* op bladzijde 156 van je *Textbook*. Kijk daarna naar *Drumming: Give it Some Stick* op bladzijde 62 van je *Textbook*. Beantwoord de vragen.

- 1 Lees de titel en de introductie van de tekst. Welk verband wordt er gelegd tussen drummen en familie?

- 2 Lees alinea 1 en 2. Wat voor woord mist er op nummer –1–?
A ☐ een woord dat een opsomming aankondigt
B ☐ een woord dat een tegenstelling aangeeft
C ☐ een woord dat twijfel aanduidt
- 3 Welke gedeeltes in de tekst helpen je om te weten wat je bij nummer –1– moet invullen?
A ☐ alleen het gedeelte na het gat
B ☐ alleen het gedeelte voor het gat
C ☐ zowel de gedeeltes voor als na het gat
- 4 Wat volgt er na nummer –1–?
A ☐ de betekenis van wat er eerder is gezegd
B ☐ een tegenstelling van wat eerder is gezegd
C ☐ een voorbeeld van wat eerder is gezegd
- 5 Hoe weet je of de betekenis, een tegenstelling of een voorbeeld volgt na nummer –1–? Welke woorden in de zin geven dit aan?

Controleer je antwoorden op bladzijde 112 van je *Activity Book*.

7 

READING

8 

READING



READING

2 Examenvraag

Read *Drumming: Give it some Stick*. Answer the questions.

- 1 Kies bij –1– in alinea 2 het juiste antwoord uit de gegeven mogelijkheden. (1p)
A ☐ limited
B ☐ many
C ☐ overrated
D ☐ unknown
- 2 Kies bij –2– in alinea 2 het juiste antwoord uit de gegeven mogelijkheden. (1p)
A ☐ be more social
B ☐ get some exercise
C ☐ perform better at school
D ☐ start playing football
- 3 Kies bij –3– in alinea 4 het juiste antwoord uit de gegeven mogelijkheden. (1p)
A ☐ advantages
B ☐ problems
C ☐ questions
- 4 Kies bij –4– in alinea 5 het juiste antwoord uit de gegeven mogelijkheden. (1p)
A ☐ disappointed
B ☐ excited
C ☐ horrified
D ☐ thankful
- 5 Kies bij –5– in alinea 6 het juiste antwoord uit de gegeven mogelijkheden. (1p)
A ☐ alarmingly
B ☐ deafeningly
C ☐ essentially
D ☐ old-fashionedly
- 6 Kies bij –6– in alinea 7 het juiste antwoord uit de gegeven mogelijkheden. (1p)
A ☐ as soon as
B ☐ because
C ☐ if only
D ☐ while
- 7 Kies bij –7– in alinea 7 het juiste antwoord uit de gegeven mogelijkheden. (1p)
A ☐ instead of
B ☐ not to mention
C ☐ without
- 8 Kies bij –8– in alinea 8 het juiste antwoord uit de gegeven mogelijkheden. (1p)
A ☐ active
B ☐ determined
C ☐ eager
D ☐ hesitant
E ☐ mature



READING

1 Variërende vragen

Read *Why a Safari in Tanzania is perfect for Solo Travellers* on page 63 of your *Textbook*.

Here are some keywords from the text. Guess their meaning and then check with a dictionary if you were correct.

Tip Look at *Yellow Pages* on page 124 in your *Textbook* about *Een woordenboek gebruiken*.

	My guess	Dictionary
Neither (par. 1)	_____	_____
Nonetheless (par. 2)	_____	_____
Evidently (par. 2)	_____	_____
marvel (par. 3)	_____	_____
devotion (par. 3)	_____	_____
pace (par. 4)	_____	_____
approachable (par. 4)	_____	_____
company (par. 5)	_____	_____

Controleer je antwoorden op bladzijde 112 van je *Activity Book*.

2 Examenvraag

Read *Why a Safari in Tanzania is perfect for Solo Travellers* Answer the questions.

- What can be concluded about Tarangire national park from paragraph 1? (1p)
 - ☐ It is too cold there to attract people looking for relaxation.
 - ☐ It is unknown and unpopular to the average tourist.
 - ☐ Most people find it too expensive for a holiday destination.
 - ☐ The facilities for travellers are said to be of poor quality.
- 'Messenga is my rescuer.' (aline 3)

Geef van elk van de volgende situaties aan of Messenga de schrijver hier wel of niet 'redt' volgens aline 2. (2p)

 - ☐ een stel in de kamer naast hem dat ruzie heeft wel / niet
 - ☐ een restaurant dat slechte koffie serveert wel / niet
 - ☐ de armoedige omstandigheden waarin de lokale bevolking moet leven wel / niet
 - ☐ de andere toeristen die allemaal met een partner op reis zijn wel / niet
- What becomes clear about the writer from paragraph 3? (1p)
 - ☐ He has been on other safaris before going on this one.
 - ☐ He is a skilled and experienced hunter of African wildlife.
 - ☐ He is not from Europe or the United States of America.
 - ☐ He likes people who are always polite and work carefully.
- Kies bij -1- in aline 3 het juiste antwoord uit de gegeven mogelijkheden. (1p)
 - ☐ however
 - ☐ moreover
 - ☐ therefore
- Which of the following does the writer mention as a minor downside of the safari in paragraph 4? (1p)
 - ☐ He disliked travelling at a slow speed.
 - ☐ He felt uncomfortable when on his own in the dark.
 - ☐ He found the price of the trip too high.
 - ☐ He thought the meals could have been better.



READING

- 6 'When we later find a lion, I want to feed him to it.' (paragraph 5)
Why does the writer want to do this to a German? (1p)

He is annoyed because the German...

- A ☐ behaves disrespectfully and offensively.
B ☐ bosses his Asian companion around.
C ☐ has become friends with Messenga.
D ☐ has spotted more wildlife than he has.

- 7 'Why a Safari in Tanzania is Perfect for Solo Travellers' (titel)

In welke alinea maakt de schrijver voor het eerst duidelijk waarom dit zo is? (1p) _____



READING

1 Moeilijke woorden

Read *Yellow Pages* on page 124 of your *Textbook* about how to use your dictionary. Then read *No Roundabouts, just nine miles of road – and now one speed gun* on page 65 in your *Textbook*.

Match the English words from the text with the Dutch meaning. Draw lines. Then check your choices with a dictionary.

roundabout) (par. 1)

onbedachtzaam

aspiring (par. 1)

afschrikwekkend middel

rural (par. 2)

noodzaak

beyond (par. 2)

rotonde

necessity (par. 3)

hoger dan

inconsiderate (par. 3)

ambitieuze

deterrent (par. 4)

landelijke

Controleer je antwoorden op bladzijde 112 van je *Activity Book*.

2 Examenvraag

Read *No Roundabouts, just nine miles of road – and now one speed gun*.

- 1 Kies bij –1– in alinea 1 het juiste antwoord uit de gegeven mogelijkheden. (1p)
A ☐ abnormality
B ☐ challenge
C ☐ nightmare
- 2 'authorities had introduced the island's first-ever speed gun' (einde alinea 1)
In welke alinea wordt de reden gegeven voor deze actie? (1p) _____
- 3 What becomes clear about St Mary's from paragraph 2? (1p)
A ☐ It is a peaceful and quiet island with hardly any motorised traffic.
B ☐ It is hard to avoid going too fast on some of its downhill roads.
C ☐ The islanders themselves have asked for stricter traffic regulations.
D ☐ The number of car-related problems there has been growing steadily.

- 4 Kies bij –2– in alinea 3 het juiste antwoord uit de gegeven mogelijkheden. (1p)
- A ☐ admitting
B ☐ forgetting
C ☐ hoping
- 5 'Don't ask me, dear. I never go beyond 20.' (paragraph 4) What does this remark make clear? (1p)
- A ☐ It emphasises how dangerous it is when older people drive cars.
B ☐ It illustrates that having a speed gun on the island is ridiculous.
C ☐ It points out that locals are afraid of getting caught speeding.
D ☐ It proves that the driving lessons on the island are of poor quality.

1 SE-voorbereidingsopdracht

Read *Interpals* on page 66 in your *Textbook*. Then write a short informal letter. Use the points below.

- Vertel hoe je op het idee bent gekomen om te gaan schrijven
- Vertel een aantal dingen over jezelf (naam, leeftijd, school, hobby's, enzovoort)
- Vertel waarom je het leuk lijkt om met iemand uit een ander land te corresponderen.
- Bedenk een aantal vragen voor je *penpal* en schrijf deze op.
- Sluit de brief op een passende manier af.

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1 SE-voorbereidingsopdracht

Look at the picture on page 66 in your *Textbook*. Work together with a classmate. Decide who is pupil A and who is pupil B.

Pupil A speech card 7
Pupil B speech card 1

Look up your speech card in *Talking Matters* at the back of your *Activity Book*.



Uitwerkingen

1 Listening

- 1 1 De luistertekst gaat over een daklozenopvang
2 1 per nacht 2 een stichting
3 C
- 2 1 A 5 C
2 B 6 A
3 B 7 C
4 C 8 B
- 3 1 Op wat er gezegd wordt over het taalgebruik van jongeren in smsjes
2 B
- 4 1 C 5 A
2 C 6 C
3 C
4 C

2 Watching

- 1 1 Dat wordt via een lopende band naar de gasten gebracht.
2 Hij moet de afwas sorteren en op de lopende band zetten.
3 Zij verzorgt de etalages en de uitstallingen in de winkel.
- 2 intensief kijken en luisteren
- 3 B
- 4 1 A 6 C
2 C 7 B
3 C 8 B
4 A 9 B
5 A

3 Reading

- 1 De juiste volgorde is:
[4] Kijk welke van de keuzemogelijkheden het beste bij jouw gevonden antwoord past.
[3] Probeer zelf, door zoekend lezen, een antwoord op de vraag te vinden.
[1] Bepaal wat voor tekstsoort het is door de tekst globaal te bekijken.
[2] Lees alleen de vraag, niet de antwoorden.

2 Examenvraag (3p)

- 1 Goed antwoord: B *...if he was ever going to achieve his dream of trekking...*
Fout antwoord A: hij was zelf niet ziek, maar zamelde wel geld in voor een hospitaal
Fout antwoord C: hij had geen problemen in zijn leven
- 2 Goed antwoord: B *...I'd go a long time without seeing anyone...*
Fout antwoord A: hij was eenzaam, maar hij vond het niet saai
Fout antwoord C: hij zag wel een grizzly beer, maar werd niet aangevallen
Fout antwoord D: er wordt nergens gezegd dat de tips die hij kreeg nutteloos bleken te zijn
- 3 Goed antwoord: C *...these challenges / His advice: Just get on with it...*
Fout antwoord A: er wordt niet gezegd dat hij echt in gevaar is geweest
Fout antwoord B: hij wil er juist nog 1 doen
Fout antwoord D: beide aspecten worden niet genoemd in de alinea

4 Reading

1	Dictionary
delayed	vertraagde
novelty	nieuwigheid
ruffled	in de war gebracht
announcement	aankondiging
rare	zeldzame
occurrence	gebeurtenis
seagull	zeemeeuw

2 Examenvraag (1p)

- 1 Goed antwoord: B *...But it remains something of a novelty to be told that a train is late because the driver has been viciously attacked by a seagull...*
Fout antwoord A: er was geen paniek
Fout antwoord C: mensen waren wel verbaasd, maar twijfelden verder niet

5 Reading

- 1 1 Open vragen moeten altijd in het Nederlands worden beantwoord.
2 Het antwoord moet zo kort mogelijk zijn.
3 Soms moet je een Engelse zin uit de tekst citeren.
4 Je kunt het beste het eerst de vraag lezen, dan weet je waar je naar moet zoeken.
5 Je kunt vaak zoekend lezen.

2 Examenvraag (2p)

- Je moet een krantenknipsel meesturen waarin het staat.
- Een volwassene moet verklaren dat het klopt.

6 Reading

1 English	Dutch
curry	curry (indiaas gerecht)
despite	ondanks
goggle	(stof)bril
cause	veroorzaken
disclaimer	bewijs van afstand
vomit	overgeven
swallow	(door)slikken

2 Examenvraag (1p)

Therefore, Mr Rothwell... on the challenge.

7 Reading

- 1... onderstrepen.
- 2... hetzelfde staat als in de bewering.
- 3... het geheel van een langer stuk tekst/alinea.

2 Examenvraag (2p)

- 1 Onjuist: de films worden in luchtdichte ruimtes goed bewerkt en bewaard
- 2 Onjuist: ze worden in originele vorm bewaard
- 3 Juist: ...*Most silent films were destroyed*...
- 4 Onjuist: van gevaarlijk, brandbaar materiaal

8 Reading

- 1 Drummen is leuk voor jong en oud, voor de hele familie.
- 2 een woord dat een opsomming aankondigt
- 3 zowel de gedeeltes voor als na het gat
- 4 een voorbeeld van wat eerder is gezegd
- 5 De voorgaande zin heeft het over *benefits*, voordelen. *Therapeutic joy* (therapeutische vreugde) is een voorbeeld van een voordeel.

2 Examenvraag (8p)

- 1 B: many (er volgt een opsomming van veel voordelen)
- 2 B: get some exercise (om ze in beweging te krijgen)
- 3 A: advantages (er volgt een aantal voordelen)
- 4 C: horrified (de kinderen schaamden zich voor hun drummende moeder)
- 5 C: essentially (het wordt belangrijk gevonden dat ze geen lawaai produceren)
- 6 D: while (er worden meerdere dingen tegelijk gedaan)
- 7 B: not to mention (er worden twee voordelen achter elkaar genoemd)
- 8 D: hesitant (de vaderds aarzelen meer dan de moeders om te gaan drummen)

9 Reading

- | | |
|-----------------------|-----------------------------|
| 1 | dictionary |
| Neither (par.1) | Geen van beiden |
| Nonetheless (par. 2) | desalniettemin |
| Evidently (par. 2) | klaarblijkelijk / blijkbaar |
| marvel (par. 3) | iets wonderlijks |
| devotion (par. 3) | toewijding |
| pace (par. 4) | tempo |
| approachable (par. 4) | benaderbaar |
| company (par. 5) | gezelschap |

2 Examenvraag (8p)

- 1 Goed antwoord: B ...*Oliver's camp is second rate or so exclusive they've never heard of it...*
Fout antwoord A: er wordt gesproken van chilly nights, maar niet dat het daar te koud is
Fout antwoord C: er wordt alleen gesproken over dure safari outfits
Fout antwoord D: sommige camps zijn second rate, maar er wordt niks gezegd over slechte faciliteiten



- 2 1 Niet
2 Niet
3 Niet
4 Wel: *...Everyone is with someone, mostly someone they're in love with...*
- 3 Goed antwoord: A *...the guides I've had were competent but unexceptional...*
Fout antwoord B: er wordt alleen gezegd dat iedereen leeuwen wil zien
Fout antwoord C: de gidsen maken indruk op Amerikanen en Europeanen, ook op hem dus
Fout antwoord D: er staat alleen: *they are trained to seek what the customer wants*
- 4 Goed antwoord: A *...however geeft een tegenstelling aan die ook in de tekst staat...*
- 5 Goed antwoord: A *...these challenges / His advice: Just get on with it...*
Fout antwoord B: er wordt niet gezegd dat hij echt in gevaar is geweest
Afleider C: hij wil er juist nog 1 doen
Afleider D: beide aspecten worden niet genoemd in de alinea
- 6 Goed antwoord: A *...barks the fat rude German...*
Fout antwoord B: de Duitser is alleen erg onbeleefd, maar speelt niet de baas
Fout antwoord C: er wordt gesproken over the German's oriental partner, maar niet dat de schrijver daar jaloers op is
Fout antwoord D: de Duitser wil alleen maar leeuwen zien en is niet geïnteresseerd in andere dieren
- 7 Alinea 4: *...Travelling on your own with a guide gives you the chance to set your own pace...*

10 Reading

- 1 roundabout (par. 1) rotonde
aspiring (par. 1) ambitieuze
rural (par. 2) landelijke
beyond (par. 2) hoger dan
necessity (par. 3) noodzaak
inconsiderate (par. 3) onbedachtzaam
deterrent (par. 4) afschrikwekkend middel
- 2 **Examenvraag (5p)**
 - 1 abnormality: er wordt in de rest van de alinea gesproken over een uitzonderlijke situatie
 - 2 Alinea 3: *...it would be used for gathering evidence of inconsiderate driving...*
- 3 Goed antwoord: A *...Most people travel around the island on a bicycle...*
Fout antwoord B: het is juist nauwelijks mogelijk om hard te rijden op het eiland
Fout antwoord C: daarover wordt niets gezegd
Fout antwoord D: er wordt gezegd dat het moeilijk navigeren is voor auto's
- 4 Admitting: hij moest toegeven dat een speed gun eigenlijk nauwelijks nodig was
- 5 Goed antwoord: B ze geeft aan dat ze zelf nooit hard rijdt en controles dus overbodig vindt
Fout antwoord A: ze zegt juist dat ze heel voorzichtig is
Fout antwoord C: ze wijst alleen op haar eigen rijgedrag
Fout antwoord D: er wordt niet gesproken over rijlessen



Resultaat examenvragen

Hieronder kun je zien hoe je ongeveer gescoord zou hebben op het echte examen.

Voor elke examenvraag staat het aantal punten dat je ermee kunt behalen. Dat geldt alleen voor de vragen bij het onderdeel Reading. Tel de punten van de vragen die je goed hebt beantwoord bij elkaar op.

Bij een *open vraag* kun je soms 2 punten scoren als je twee dingen moest opschrijven. Heb je er daarvan 1 goed, dan heb je 1 punt behaald.

Voor de *juist/onjuist*-vragen geldt het volgende:

4 goed is 2 punten.

3 goed is 1 punt

2 of minder goed is 0 punten.

Totaalscore:

0-18 = onvoldoende score

19-24 punten = voldoende score

25-30 punten = goede score

Je moet gemiddeld weg ongeveer 60% van de vragen goed hebben om een voldoende te scoren.



TABLE OF CONTENTS

- 1** Poem: My big fat cousin's wedding 118
- 2** Poem: I often contradict myself 80
- 3** Short story: Bottled up 120
- 4** Short story: The case of the lower case letter 81
- 5** Novel: Never always sometime 122
- 6** Novel: The adoration of Jenna Fox 83

Reading Matters

A Answer the questions

Read *My Big Fat Cousin's Wedding* on page 114 of your *Textbook* and answer the questions.

- 1 This poem is called a **limerick**. A limerick has a specific rhyme scheme (*rijmschema*) in each stanza (*couplet*). First, write down the rhyme words of the first stanza. **Tip:** there are five in total.

Marge,

- 2 Now write down the rhyme scheme of the first stanza. The first matching rhyme words get the letter A, the second matching rhyme words get the letter B.

- 3 Have a look at the rest of the limerick. Is the rhyme scheme the same in every stanza?

Yes / No

- 4 What is your favourite English song at the moment?

- 5 Find the lyrics of your favourite English song on the Internet. Write down the lyrics of the refrain (*refrein*). Underline the matching rhyme words.

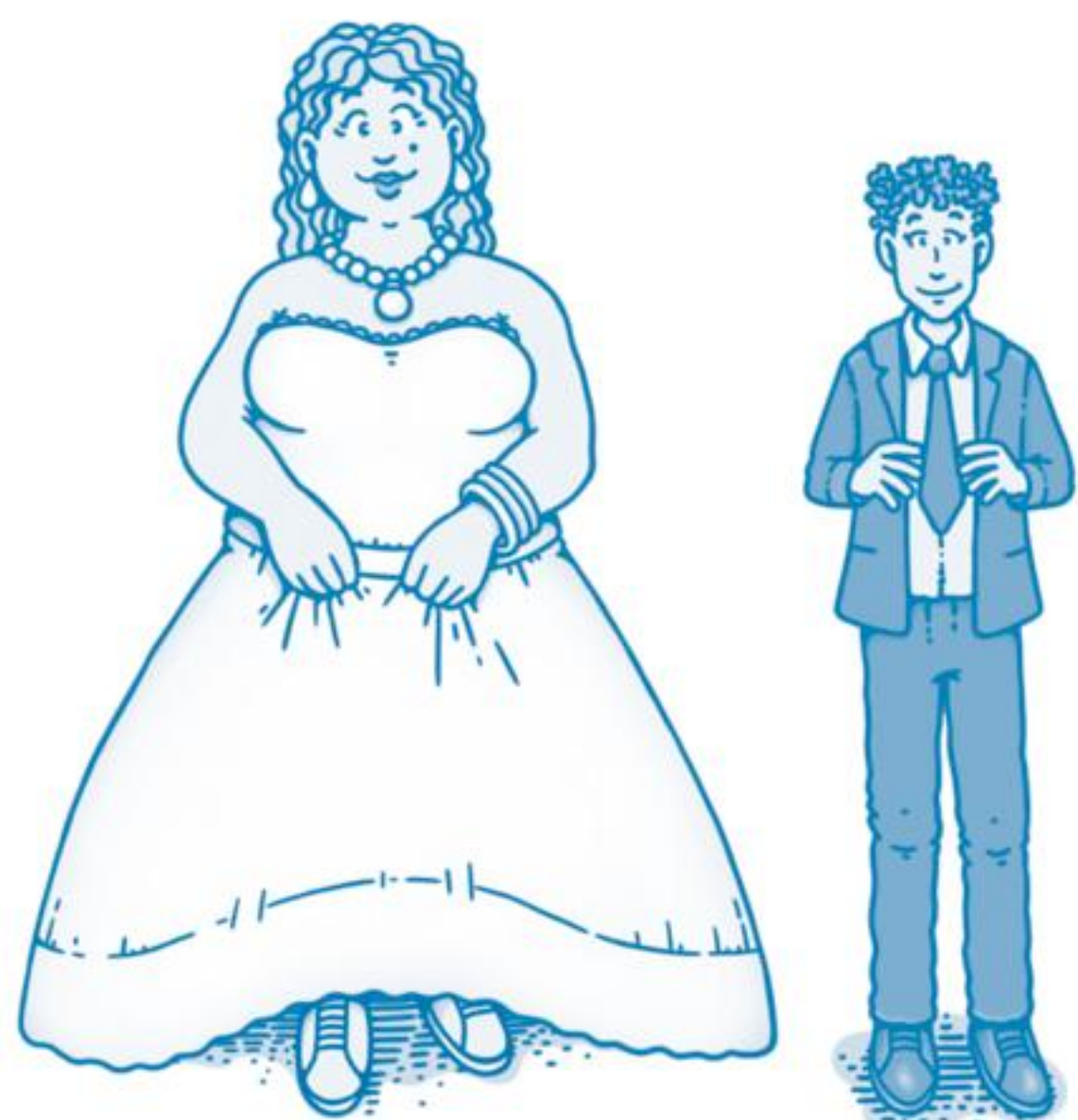
- 6 Does the refrain have a rhyme scheme? If so, write it down below.

B Answer the questions

Read *My Big Fat Cousin's Wedding* again. Circle the mistake in each picture and explain why it's wrong.

1

POEM



1 _____



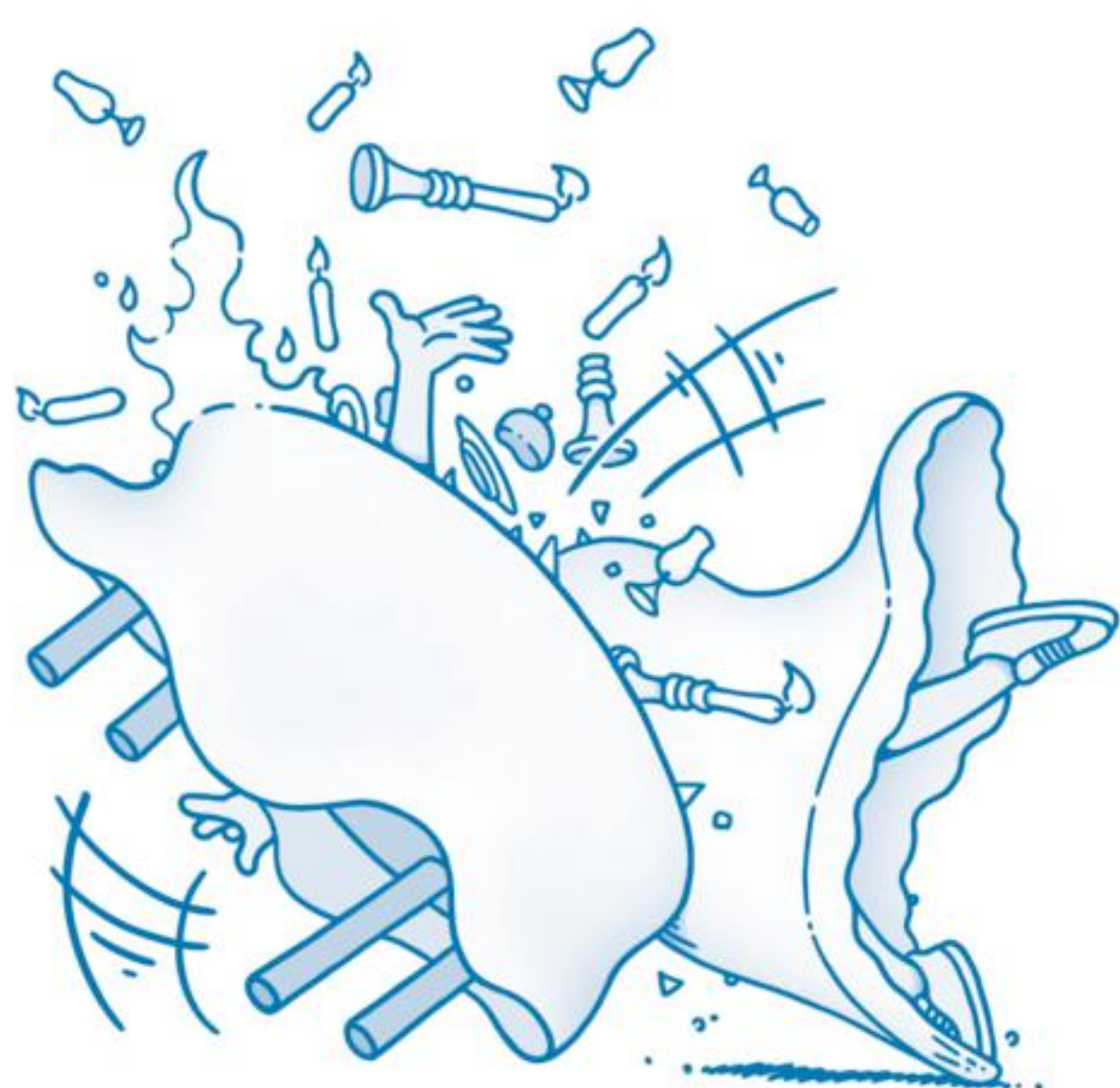
2 _____



3 _____



4 _____



5 _____



6 _____

1

POEM

C Do the assignment

Have a look at the list of assignments on page 124. Choose an assignment from category **D**.

Title assignment: _____

3

SHORT STORY

A Answer the questions

Have a look at *Bottled Up* on page 115 of your *Textbook*. Read the first paragraph.

1 What happens to Charlie?

2 Who is Hefton? Explain your answer.

B Answer the questions

Read *Bottled Up*. Answer the questions.

1 Charlie dreams that he finds a bottle on a deserted beach. What does he hope to find in the bottle?

Have a look at the list of assignments on page 124. Choose an assignment from category C.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A Answer the questions

Look at the 'Never List' in the novel fragment *Never Always Sometimes* on page 119 of your *Textbook* and answer the questions.

- 1 What do you think a 'Never list' is?

- 2 Have a look at the 'Never List'. Think of two other 'Nevers' that could have been on the list and write them down.

B Answer the questions

Read *Never Always Sometimes*. Answer the questions.

- 1 What does Julia tell Dave about her mother?

- 2 Are Dave and Julia excited to go to high school? Explain your answer.

- 3 How does Julia react when Dave finds the list four years later?

- 4 Read the last paragraph. What does Julia suggest to do?

- 5 How do you think Dave is going to react? Explain your answer.

- 6 Explain why this story is a **coming-of-age** story.



Do the assignment

Have a look at the list of assignments on page 124. Choose an assignment from category A.

Title assignment: _____

The assignments

Category A: writing about a text

☐ Newspaper article

Write a short article for a newspaper covering the events of the text you have just read. Write about 180-200 words. Also think of a good title for your article.

☐ Blurb

A *blurb* is the text on the back cover of a book. Generally a *blurb* is made up of a short summary of the book and/or a biography of the author. Short reviews by readers are also often included in the *blurb*. Write a *blurb* for the story that you have just read. Make sure you include what the text is about and why people should read it. Write a blurb of 100-120 words.

☐ Review

Give your opinion of the story that you have just read. Explain in 180-200 words why you feel this way. Think of a good title for your review.

☐ Summary

Summarise the text that you have just read in a maximum of 120 words. Be careful not to give away the ending.

☐ Songtext

Find a songtext that you think fits with the story. Quote (= *citeer*) parts of the songtext that you think portrays the content or the mood of the story. Explain why it fits with the story in 100-120 words.

Category B: (re)writing a text

☐ Prologue to the story

What happened before the story began? Describe in 140-160 words one or more events which led up to the beginning of the story.

☐ Plot twists

Give the story a new twist halfway through. Write a new middle section of 140-160 words. Describe an event that influences the course of this story.

☐ Different ending

Could the story have a different ending? Write a new ending in 140-160 words.

☐ Follow-up of the story

What happens after the ending of the story? Write a follow-up of the story in 140-160 words.

Category C: writing to, about or from the point of view of a character

☐ Interview

Which of the characters in the story would you like to interview if you were a journalist? Write an interview in which you ask one of the main characters 4-6 questions. Think of answers that would be in line with the contents of the story. Use 120-140 words.

☐ Message

Write a message of 120-140 words to one of the characters in the story in which you, for example, warn, advise, or reprimand them.

☐ Diary fragment

Write a section of the diary of the most important person in the story (according to you). Use 120-140 words.

☐ Another lead character

Write a part of the story from the perspective of a different character. Choose one of the other characters in the story to be the main character. Describe an event from his or her perspective in 120-140 words.

Category D: depicting a text (individually or in pairs)

☐ Drawing or collage

Illustrate the events in the story with your own drawings or with existing images (for example from magazines or newspapers).

☐ Comic

Turn (part of) the text into a comic story. Draw the main storyline of the text or one of the scenes in at least four comic frames.

☐ Book cover

Design a book cover to go with the text that you have read. Design the back and front cover of the book. Make sure that the cover of the book matches the contents as well as the tone of the book.

☐ Film scene

Work together with one or more classmates. Choose a fragment from the text and act it out. The scene may last up to 3 minutes. Use a camera or a phone to record the result.



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Year 3

Brug van klas 3 naar klas 4



1 Have fun!

1 Solve the puzzle

Study the *Words* on page 159 of your *Textbook*. Write down the English translations of the words below. Then find them in the word search. You can find the words in horizontal and vertical direction.

A

WORDS

bijzonder	_____	optreden	_____
editie	_____	publiek	_____
erin slagen	_____	uitsmijter	_____
fantastisch	_____	variatie	_____
klappen	_____	verschaffen	_____
korting	_____	zitplaats	_____

A	E	X	C	E	L	L	E	N	T	N	B	V	P	A
U	D	D	G	H	V	M	W	N	J	S	E	T	R	P
D	I	O	B	R	E	D	U	C	T	I	O	N	O	P
I	T	I	O	J	D	T	R	N	B	R	E	X	V	L
E	I	U	U	K	P	R	O	B	A	B	L	Y	I	A
N	O	Y	N	L	R	Y	U	I	M	K	L	I	D	U
C	N	T	C	P	T	S	E	A	T	Y	R	B	E	D
E	B	R	E	I	Y	N	K	L	X	T	B	V	C	X
Z	P	A	R	T	I	C	U	L	A	R	L	Y	T	Y
A	D	I	V	E	R	S	I	T	Y	E	M	G	I	G

2 Complete the sentences

Study the *Words* again. Complete the sentences with the words from the box.

anniversary – dress code – to dress up – entrance fee – flabbergasted – front row – to go Dutch – to have a blast – to make a reservation – particularly – probably – surroundings – to succeed

- They want us _____ for the party; is there a _____ on the invitation?
- She was _____ when the singer asked her to join him on stage.
- I'm looking forward to my parents' _____ I'm sure we're going _____
- She wanted _____, but he insisted on paying the bill.

A

WORDS

- 5 If I have _____ for the show, I'll try to get tickets for the _____
- 6 The _____ of the exhibition is very high. We will _____ not go as we can't afford it.
- 7 According to the guide, the _____ of this village are _____ worth paying a visit.
- 8 He tried to get tickets for the concert but unfortunately he was unable _____

B

DIALOGUE

3 Complete the dialogue

Read *The teen festival* on page 159 of your *Textbook*.
Complete the dialogue using the clues.

- Elly:** So how was your holiday, Josie? Did you do anything special?
- Josie:** Well not really to be honest. But I've got something very exciting planned for tomorrow. **(1)** _____
 _____ (*ik – naar – toneelstuk – dit weekend*)
- Elly:** Did you manage to get tickets for *The Act*? With Simon Taylor in it? Wow, now I am jealous of you! **(2)** _____
 _____ (*zou ik – ook kunnen gaan – toneelstuk?*)
- Josie:** Why don't you come with us? I know it's not sold out yet.
- Elly:** Oh, that would be fantastic! How much is a ticket? And **(3)** _____
 _____ (*kan – ik – ze – vandaag bestellen?*) I can go to the theatre later on.
- Josie:** I think it's better to order them online, that's what my mother did. They are about £20.
- Elly:** That's not too much. Did you know that Simon often talks to the audience after the show? We might get very close to him and even talk to him or take a photo.
 O Josie, **(4)** _____ (*zal worden – heel leuk!*)
 Oh, by the way, I know my little brother would really like to go to the theatre for the first time. Do you think he could come too?
- Josie:** But your brother is only eleven! I don't think this play is suitable for young children. I even think that **(5)** _____

 _____ (*je – niet mogen – bijwonen – toneelstuk – jonger dan 12 jaar*)
- Elly:** Oh well, that makes sense, I guess. I'll take him to the theatre some other time.



C

GRAMMAR

4 Write the sentences

Study *Grammar* on page 160 of your Textbook. Write down a reaction using a modal in each sentence.

- 1 Je bent op bezoek in het ziekenhuis. Je wilt weten of het toegestaan is om een telefoon te gebruiken. Wat vraag je?

- 2 Je moeder vraagt waarom je vriendin Sally niet meegaat naar de bioscoop. Je zegt dat ze vanavond in de supermarkt moet werken.

- 3 Je staat op het punt om met je hond een winkel binnen te gaan. Een medewerker zegt dat honden in de winkel niet toegestaan zijn. Wat zegt hij?

- 4 Je wilt graag de tablet van je broer gebruiken. Wat vraag je?

- 5 Je hebt een appeltaart gebakken, maar je kleine zusje lust het niet. Je zegt tegen haar dat ze geen appeltaart hoeft te eten als ze het niet wil.

- 6 Jullie gaan op vakantie met het vliegtuig. Door veel files onderweg zijn jullie erg laat op het vliegveld. Je moeder zegt dat jullie nu moeten inchecken.

5 Tick the boxes

Read *Fun events* on page 160 of your *Textbook*. Tick the boxes with information you can find in the text.

- ☐ where Newmindspace was founded
- ☐ what kind of people can participate in the events
- ☐ a description of Castles in the Sky
- ☐ the name of the most important event of Newmindspace
- ☐ the reason why Lori and Kevin organise all the events
- ☐ the name of the good cause to which they donate money

D

READING

2 To the limit

A

WORDS

1 Write down the words

Study *Words* on page 161 of your Textbook. The letters of the words are mixed up. First write down the English word. Then write the Dutch translation.

	English	Dutch
1	stirf ida tik	_____
2	ot cmeoovre	_____
3	to hkei	_____
4	ccnumopadniea	_____
5	ot cuoretenn	_____
6	sgnignoleb	_____
7	ot daoiv	_____
8	otrch	_____
9	itonrpecau	_____
10	bdlo	_____
11	ot akte echrag fo	_____
12	lysenbis	_____
13	hausxedet	_____
14	dgee	_____

2 Fill in the correct word

Study *Words* again. Complete the text with the words from the box.

adrenaline rush – anxiety – boost – exceptional – limit – make sure – necessary – out of the ordinary – thrill seeker – run a risk

Skydiving? Bungee jumping? Volcano-boarding? A (1) _____

_____ will probably answer 'Yes!', and here's why.

Every person who loves an (2) _____ every once in a while knows the feeling: heart pounding, hands trembling, blood racing. And then all of a sudden... you're flying or hurtling yourself with full speed down a volcanic slope. Thrill-seekers love to push themselves to the (3) _____; even if they (4) _____ of getting badly injured or of not surviving at all.

'It's the excitement,' says Frank Farley, a professor at Temple University in Philadelphia. 'Most people don't think extreme activities like these are (5) _____ to live a happy and fulfilling life, but thrill seekers just need a (6) _____ every now and then to feel alive. Some of them are constantly looking for (7) _____ activities.'

In one of his researches Farley describes the thrill seeker type personality, the so-called Type T. These person looks for variety, intensity, risk and challenges. Some enjoy the physical sensations that come with the feeling of (8) _____; others like the idea that they're pushing themselves to the extreme. All in all, they just want to (9) _____ that they can look back on (10) _____ achievements and say, 'Yes, I lived.'

Adapted from: health.usnews.com

3 Write the sentences

Read the *The birthday party* on page 161 of your *Textbook*. Write down the answer or the question.

1 > Do you have any advice for when I go snorkelling for the first time?

< _____
 _____ (niet verstandig - water ingaan - wanneer - weer - slecht - is)

2 > Anything else that I should keep in mind?

< Yes, _____
 _____ (nooit - snorkelen - zonder - juiste uitrusting)

3 > Jason, will you be careful when you go surfing?

< _____ (je - geen zorgen - maken)

4 > What is the most important thing you've learnt from your instructor?

< _____
 _____ (altijd verstandig gedragen - volgen - instructies)

5 < _____
 _____ (zou - niet - beter zijn - stoppen - zorgen maken - ?)

> You're absolutely right. I'll try not to worry too much.

C

GRAMMAR

4 Write the sentences

Study *Grammar* on page 162 of your *Textbook*. Look at the illustrations and write sentences. Use a future in each sentence.



1 _____



2 _____



3 _____



4 _____

D

READING

5 Answer the questions

Read *The scavenger hunt* on page 162 of your *Textbook*. Answer the questions in English.

1 What was given to the team captains before the hunt began?

2 Who took part in the hunt?

3 Why was it important to solve each puzzle?

4 What was special about the mini golf?

5 Why are these scavenger hunts 'extreme'? Mention two things.

3 Law and order

1 Fill in the grid

Study *Words* on page 163 of your *Textbook*. Write down the words in the correct column. There are three words you can't use.

A

WORDS

to damage – to examine – to fine – guilty – to increase – innocent – to investigate – judge – lawyer – robbery – suspect – suspicious – to threaten – unlikely – victim

Persons in the courtroom	The offences	The verdict	Police work

2 Complete the sentences

Study *Words* again. Complete the sentences by filling in the right word. Choose from the words you haven't used in exercise 1.

> Who gave this tip to the police?

< Someone who wants to stay (1) _____

> Did anyone (2) _____ the burglary?

< No, nobody. Police are now busy with the (3) _____

> Why was the Ella Green case in the news again?

< Because people can't understand why she wants (4) _____ her offender.

> What did the police officer say in his speech?

< They want to (5) _____ the number of solved cases this year.

> What is the (6) _____ of this new court program?

< They can (7) _____ the young offenders within 24 hours.

> What did the robber look like?

< The most important (8) _____ of the man was his long blond hair.

3 Complete the text

Read *Damaged bikes* on page 163 of your *Textbook*. Complete the text by using the clues in brackets.

B

DIALOGUE

B

DIALOGUE

We'd like your attention for a police newsflash. The police are asking for your help in the following investigation. (1) _____

_____ (afgelopen zaterdag – twee tieners – vernielen – oude vaas – Canberra Art Gallery). The vase was worth over half a million pounds until these two teens spray-painted the vase. The surveillance cameras have recorded them in action and the police are now asking you to identify this boy and girl. As you can see on this picture (2) _____

_____ (jongen – krullend haar – en – dragen – zwarte jas). (3) _____

_____ (het meisje – behoorlijk lang – droeg – zonnebril). If anyone knows who they are, please contact the police.

We've also got some good news to announce. Last week we asked for your help to identify two robbers of a jeweller in Broad Street. (4) _____

_____ (politie – gebruiken – sociale media – helpen oplossen – zaak). They received dozens of tips last week and because of this (5) _____

_____ (beide verdachten – gearresteerd – politie).

C

GRAMMAR

4 Choose the correct alternative

Study *Grammar* on page 164 of your Textbook. Circle the correct alternative.

- 1 *If / When* it's raining this afternoon, I won't go for a walk.
- 2 Don't worry *if / when* Steven gets home late tonight.
- 3 *If / When* I'm in London next Saturday, I'll visit you and Pat.
- 4 Don't worry *if / when* you can't finish the test today.
- 5 *If / When* Jesse doesn't show up soon, I'm going on my own.
- 6 *If / When* a film starts in the cinema, you're supposed to be quiet.

D

READING

5 True or false?

Read *Why crime drama is good for your brain* on page 164 of your Textbook. Indicate whether the sentences are true or false.

	true	false
1 The research gives you an excuse to watch any program you want.	<input type="checkbox"/>	<input type="checkbox"/>
2 It's good to challenge your brain every now and then.	<input type="checkbox"/>	<input type="checkbox"/>
3 Crime drama is more complicated than many other TV programmes.	<input type="checkbox"/>	<input type="checkbox"/>
4 The memory area of the brain has to work the hardest while watching.	<input type="checkbox"/>	<input type="checkbox"/>
5 Suspense in a crime drama makes the brain more active.	<input type="checkbox"/>	<input type="checkbox"/>
6 Phoning while watching crime drama challenges the brain even more.	<input type="checkbox"/>	<input type="checkbox"/>

4 After school

1 Solve the puzzle

Study *Words* on page 165 of your *Textbook*. Solve the puzzle.

A

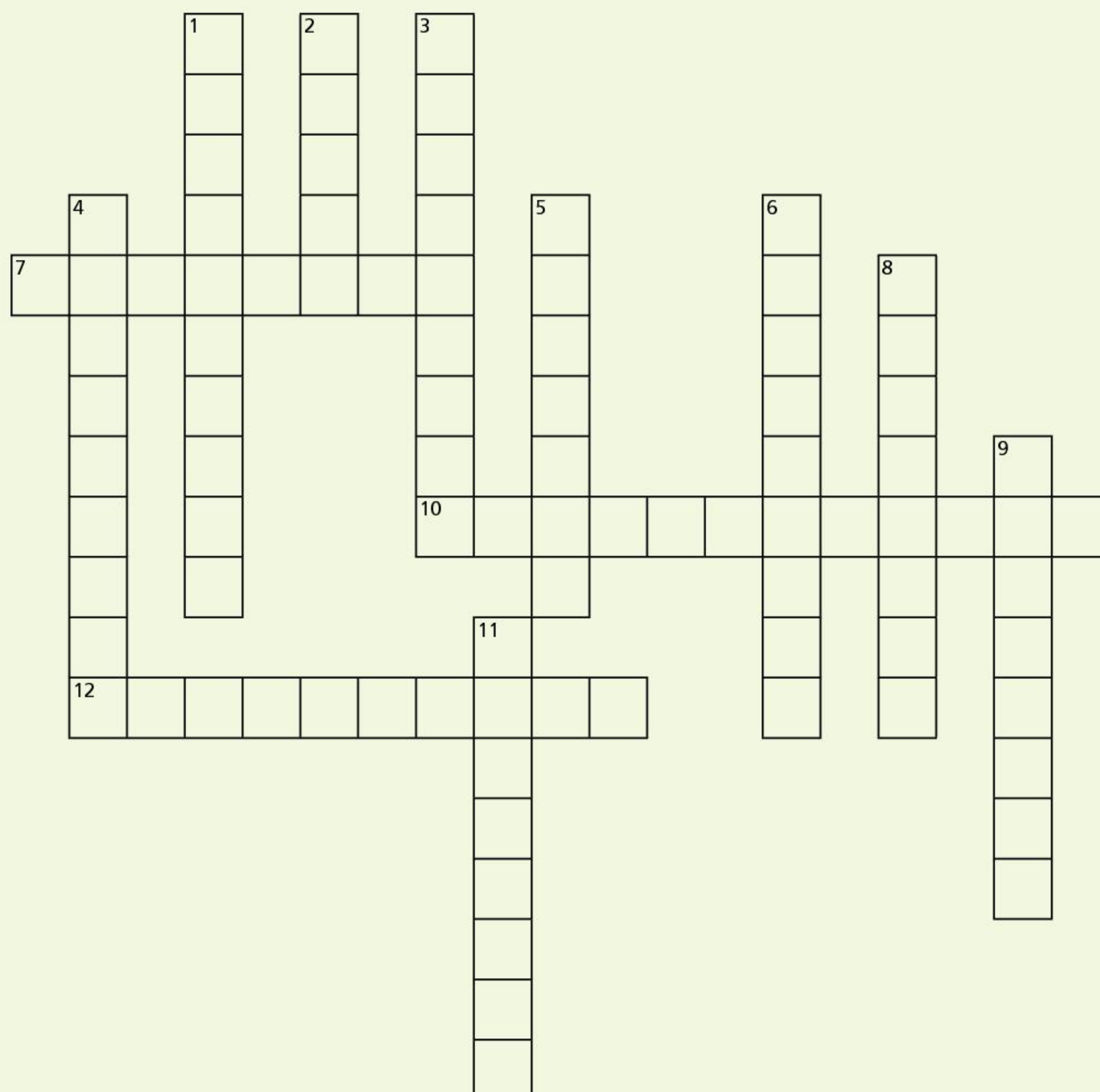
WORDS

Down

- 1 beroep _____
- 2 blut _____
- 3 ambitieus _____
- 4 collega _____
- 5 zuinig, spaarzaam _____
- 6 over het algemeen _____
- 8 toewijding _____
- 9 werklast _____
- 11 vacature _____

Across

- 7 beweging _____
- 10 voldoening _____
- 12 liefhebber _____



A

WORDS

2 Complete the sentences

Study *Words* again. Complete the sentences by filling in words from the box.

accomplish – application form – apply – to be passionate about – compared to – to distinguish – to get fired – hardly ever – to inspire – job interview – part-time job – spare time – to spend time

- 1 First I had to fill in an _____. The week after that I was invited for a _____.
- 2 I don't want to work 40 hours a week! I'm looking for a _____.
- 3 You have _____ on your communication skills for this job.
- 4 It's difficult for him _____ between good and bad applicants.
- 5 You have _____ animals, otherwise you shouldn't _____ for this job.
- 6 That surf instructor likes to go surfing in his _____, so he is _____ out of the water.
- 7 It was difficult for the teacher _____ the pupils; they just weren't interested.
- 8 I really think I did _____ enough to deserve a promotion.
- 9 _____ the work I did last year, this job is very easy.
- 10 You should be on time every morning if you don't want _____.

B

DIALOGUE

3 Write the sentences

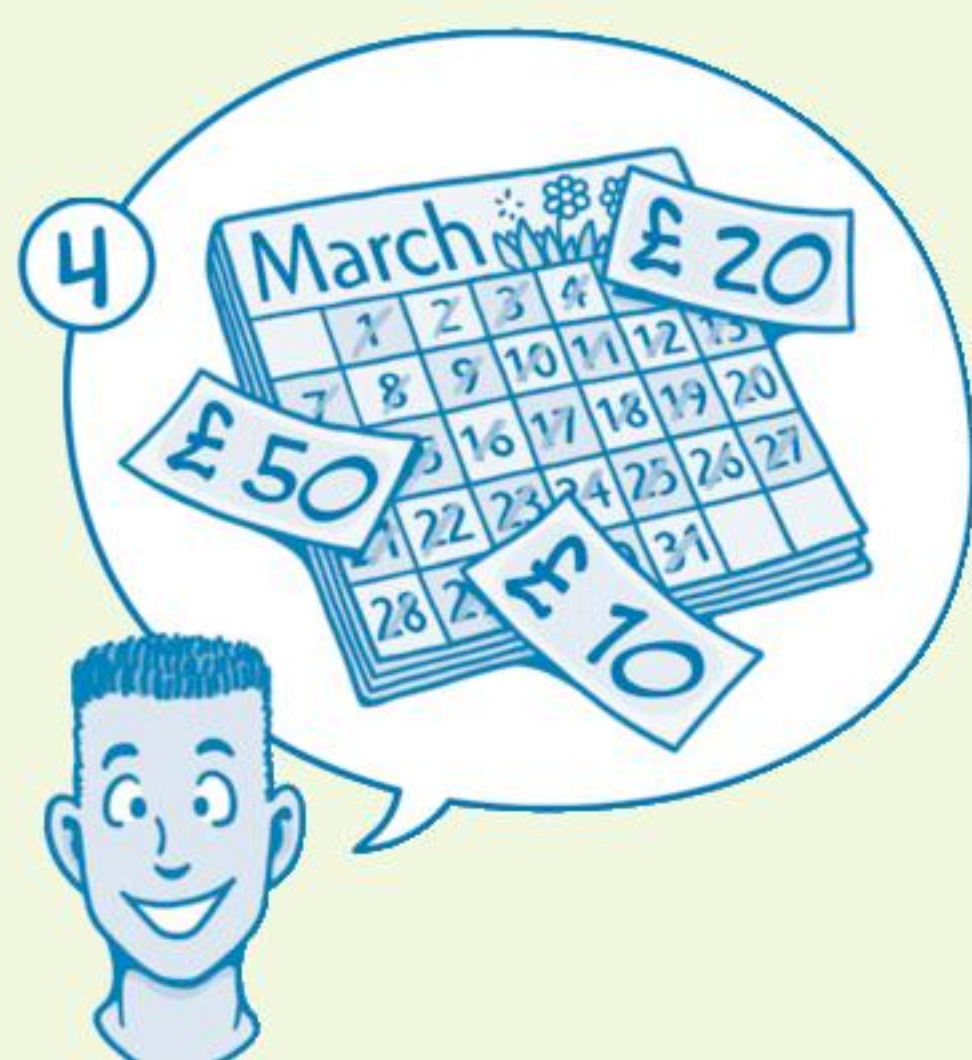
Read *Making money from a hobby* on page 165 in your Textbook. Look at the illustrations and write down the correct sentence.



- 1 When _____
- 2 _____
- 3 _____

B

DIALOGUE



4 _____



5 _____

4 Complete the text

Study *Grammar* on page 166 of your Textbook. Complete the text by using the words from the box. You can use the words more than once.

all – both – each – every – none

C

GRAMMAR

For the past six months I've been working behind the reception desk of a small international hotel. I work **(1)** _____ weekend and I just love it. **(2)** _____ my sisters also work there; it's nice to have them as colleagues. The hotel is a multi-cultural environment and I really like that. At our hotel not only the guests come from **(3)** _____ corners of the world, but also the staff. **(4)** _____ colleague brings his or her own language, cultural background and ideas on how to work within the industry and this is very interesting. I'm pretty sure that **(5)** _____ of my colleagues dislikes his or her job; we are an enthusiastic and professional team whose goal it is to make **(6)** _____ stay at the hotel a great experience.

D

READING

5 Fact file

Lees *Just the job* on page 166 of your *Textbook*. Complete the fact file with information from the text.

FACT FILE	ANDY WALKER
JOB	
MAIN TASKS	
EDUCATION	
PREVIOUS JOB EXPERIENCE	
POSITIVE SIDE OF JOB	
EXAMPLES OF JOB ACTIVITIES	
CHALLENGE	

5 Down under



A

WORDS

1 Choose the correct alternative

Study *Words* on page 167 in your Textbook. Circle the word that best fits the sentence.

- 1 I came here to take pictures of the beautiful *coastline* / *custom*.
- 2 This area is the *downside* / *territory* of dangerous alligators.
- 3 His great *sense of humour* / *outback* always surprises me.
- 4 In order to get *admission* / *coral reef* / *mountain range* you'll have to show a pass.
- 5 This *continent* / *hiking trail* was especially made for tourists.
- 6 I'd love to *be aware* / *insist* / *spend time* with you when you're in town next week.
- 7 You always have to *be aware* / *go backpacking* of dangerous animals when you're in the jungle.
- 8 His *easy-going* / *venomous* attitude makes me feel relaxed as well.
- 9 People in this area are more *laid-back* / *vast* than the people I know.
- 10 I felt exhilarated when I saw this *rare* / *remote* animal.
- 11 This *down to earth* / *traditional* festival was first held in the 18th century.

B

DIALOGUE

2 Complete the dialogue

Read *Where to go?* on page 167 in your Textbook. Complete the dialogue using the clues in brackets.

Interviewer: We are here in Birmingham at Sports Union Weekend, which is the sports event of the year. Today international sportsmen and sportswomen promote their favourite sport. Today I'm going to ask rugby player Matt Stewart some questions.

First of all, Matt, tell us **(1)** _____

_____ (waarom denk je dat rugby zo'n geweldige sport is om te spelen?)

Matt: **(2)** _____
_____ (rugby is fantastisch, omdat het veel te bieden heeft). It's a team sport so you have to work together, think of strategies together and support each other. These are all skills that are useful in everyday life as well. And besides that it's very good exercise and a lot of fun!

Interviewer: So, I can conclude that you think **(3)** _____
_____ (rugby is de beste sport ter wereld)

B

DIALOGUE

- Matt:** That's right! Of course there are a lot of other sports I like, for example swimming, running, and scuba diving. Anything that's outdoors really. You know that **(4)** _____
 _____ (Nieuw-Zeelanders houden van buitensporten zoals surfen en cricket), don't you?
- Interviewer:** Well, I certainly know that **(5)** _____
 _____ (mensen in Engeland zijn niet zo gek op het buitenleven als de mensen in Nieuw-Zeeland). But I also know that it were the English settlers that brought rugby to New Zealand in the 19th century.
- Matt:** You're certainly right about that! Isn't it great how something from your country has become so important to our culture!

C

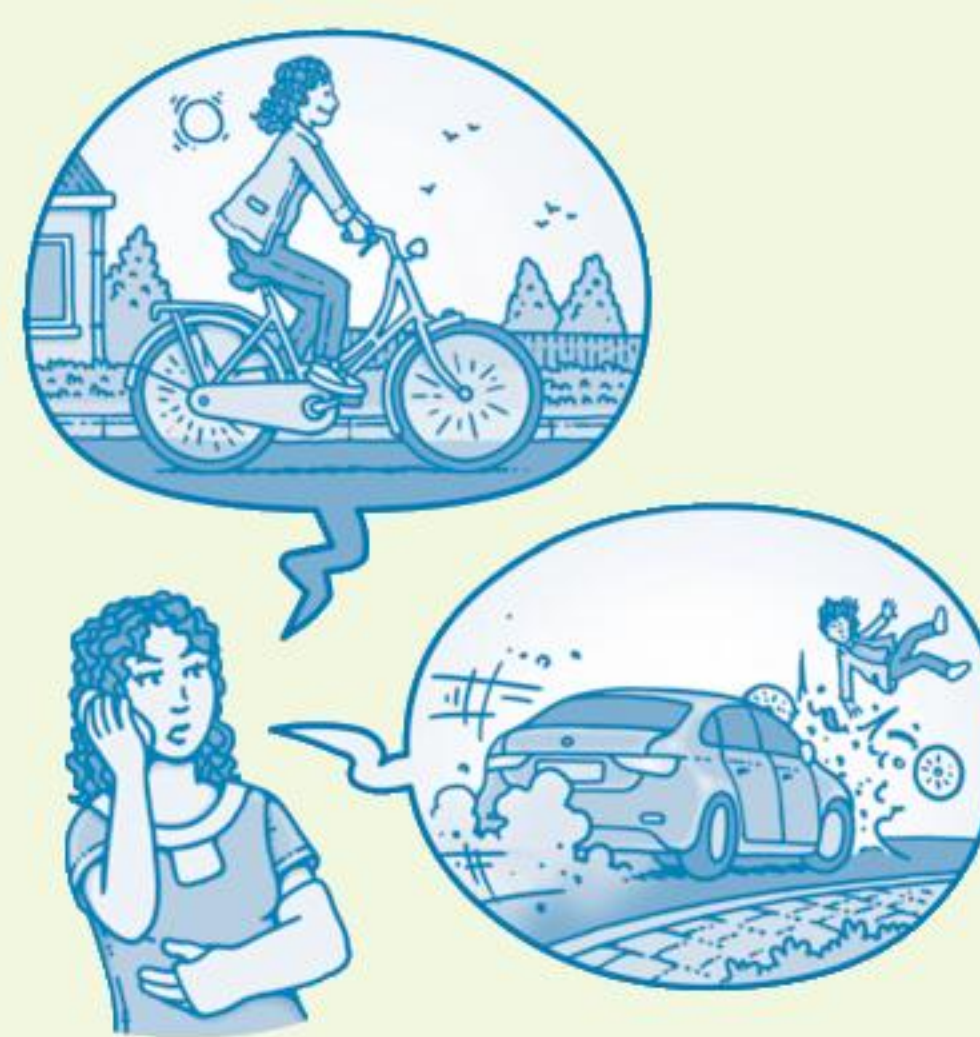
GRAMMAR

3 Write the sentences

Study *Grammar* on page 168 of your *Textbook*. Use the illustrations to write answers to the questions.



1 Why can't you play tennis tomorrow?



2 What were you doing and what happened?



3 How did the driver of the car react?



4 What did you do next?



C

GRAMMAR

4 Choose the correct alternative

Study *Grammar* again. Circle the correct form of the verb in the sentences.

- 1 *Have you travelled / Did you travel* a lot recently, Jill?
- 2 We *were talking / had talked* about the exam when the teacher *asked / had asked* us a question.
- 3 I *designed / have designed* some T-shirts and bags last year.
- 4 What *were you doing / have you done* at 10 o'clock last night?
- 5 My sisters *have watched / were watching* that film ten times already.
- 6 I *have walked / walked* home alone when the party was over at half past ten.

D

READING

5 Put in the correct order

Read *Lauren's Australia blog* on page 168 of your *Textbook*. In which order do the sentences occur in the text? Number them from 1 to 6.

- ☐ We zijn teruggegaan via het steilste treinspoor van de wereld.
- ☐ We hebben de Harbour Bridge gezien!
- ☐ In de dierentuin hebben we de kangoeroes kunnen voeren.
- ☐ In het regenwoud hebben we gewandeld.
- ☐ We namen de veerboot naar Sydney.
- ☐ We hebben ook koala's gezien.

6 Get involved

A

WORDS

1 Write down the words

Bekijk de *Words* op bladzijde 169 van je *Textbook*. Complete the words. Then write down the Dutch translation.

Nederlandse vertaling

- 1 l _ tt _ r
- 2 h _ m _ n r _ ghts
- 3 m _ j _ r _ t _
- 4 t _ _ nt _ nd t _
- 5 ch _ ll _ ng _ ng
- 6 v _ ln _ r _ bl _
- 7 w _ _ lth _
- 8 t _ p _ ll _ t _
- 9 t _ c _ ntr _ b _ t _
- 10 t _ c _ mp _ _ gn
- 11 _ n _ q _ _ l _ t _
- 12 r _ sp _ ns _ b _ l _ t _

2 Vocabulary

Complete the sentences using words from the box. There is one word you can't use.

ban – climate change – community – conversation – to determine – to donate – environmentally friendly – to exaggerate – to get involved – in my opinion – reusable

- 1 to give money to a good cause
- 2 to decide something
- 3 a group of people who live in the same area
- 4 make something bigger than it is
- 5 the act of not allowing something
- 6 talking to others about something
- 7 to contribute to a topic
- 8 according to my own views
- 9 taking good care of the world around you
- 10 when you can use something again



For more *Vocabulary* practice go to *Stepping Stones online*.



B

DIALOGUE

3 Write the sentences

Read *Turning trash into homes* on page 169 of your *Textbook*. What would you say in the following situations?

- 1 Voor een schoolproject moet je met een klasgenoot een presentatie houden over een goed doel. Je hebt een artikel over een mensenrechtencampagne aan je klasgenoot gemaild. Je wilt weten of ze het artikel over de mensenrechtencampagne heeft gelezen.

- 2 Je klasgenoot heeft het artikel nog niet gelezen. Ze vraagt of je kunt vertellen waarover het artikel gaat.

- 3 Je belt met de organisatie die de campagne organiseert. Je wilt weten wat je kunt doen om bij te dragen aan de campagne.

- 4 De medewerker vertelt dat de organisatie financiële steun goed kan gebruiken. Je legt de medewerker uit dat je liever zelf meedoet dan dat je geld doneert.

- 5 De medewerker is blij dat je je hulp aanbiedt. Ze vraagt of je ideeën hebt om de campagne te steunen.

4 Matching

Study *Grammar* on page 170 of your *Textbook*. Draw lines from the sentences to the correct preposition that can fill the gap. There are two prepositions you can't use.

The horse jumped ... the fence easily.

My sister's birthday is ... 1 May.

He walked ... the doorway

He dived from a rock ... the ocean.

I always have a cup of tea ... the morning.

The show will start ... 8pm.

I will go ... the supermarket tomorrow.

off

in

at

into

at

through

on

over

to

C

GRAMMAR

5 Choose the correct answer

Read *A good deed every day of the year* on page 170 of your Textbook.
Tick the correct part to finish the sentence.

- 1 Cameron successfully kept his New Year's resolution...
A ☐ just like millions of other people.
B ☐ unlike millions of other people.
- 2 Cameron says about his project that...
A ☐ it has already been completed.
B ☐ it is almost completed.
- 3 Cameron's project was inspired by...
A ☐ a friend who often helped other people.
B ☐ people who selflessly help others.
- 4 One of Cameron's good deeds was...
A ☐ helping his father with the household.
B ☐ making clothes for charity.
- 5 Cameron will hand out...
A ☐ 73 pounds to 365 people.
B ☐ 5 pounds to 73 people.
- 6 Cameron is going to film his last good deed because...
A ☐ he wants to know how people are going to react.
B ☐ he wants to show it on his Good Deed Diary Blog.

Test Yourself



You can also do the *Test Yourself* in *Stepping Stones* online.

1 Vocabulary

First underline the wrong word in the sentence. Then write down the correct word from the box behind the sentence.

anonymous – to be aware of – edition – exhilarated – to inspire – laid-back – litter – robbery

- 1 This is the tenth diversity of the annual summer festival. _____
- 2 The rare writer is going to reveal his name today. _____
- 3 His goal is to hike people to take part in the project _____
- 4 His broke attitude causes problems for him at work. _____
- 5 People shouldn't throw devotion on the streets. _____
- 6 You have to accomplish dangerous snakes in this area. _____
- 7 Ellen felt unaccompanied after winning the gold medal. _____
- 8 They reported the outback to the police immediately. _____

2 Dialogue

Write down the correct answer or question. Use a sentence from a box.

kan ik – bestellen – vandaag – ?

niet verstandig – in water – gaan – is – veel wind

ik – hou – van – buitenactiviteiten – rugby – cricket

mij – vertellen – waarover – artikel – gaat – ?

het meisje – behoorlijk groot – droeg – zonnebril

< (1) _____

< Yes, you could go to the ticket box this afternoon.

> I'm not sure we should go to the beach right now.

< (2) _____



> (3) _____

< It was about a new animal shelter in town.

> So, what do you like besides going to the beach?

> (4) _____

> Do they know what she looks like?

< (5) _____

3 Dialogue

Put the sentences in the right order.

1 be – fun – great – it – will – !

2 be – it – better – you – stopped – if – worrying – it – about – wouldn't – ?

3 social – police – media – used – to – crime – the – solve – the

4 I'm – saving – at – the – money – moment – buy – to – a – new – set – drum

5 you – think – why – do – such – to play – a – great – sport – is – rugby – ?

6 to – what – I – do – can – campaign – contribute – to – this – ?

4 Grammar

Complete the text using the words from the box. Some words can be used more than once.

all – are not allowed – around – both – can – don't have to – every – if – in – into – through – when

The portable washing machine

(1) _____ you are a traveller ready to go on a backpacking excursion (2) _____ the wilderness or (3) _____ you're going on a mountain climb expedition you (4) _____ to bring too much luggage with you.

(5) _____ situations described above sounded familiar to the Australian Ash Newton. (6) _____ time he went on one of his

trips (7) _____ the world he often missed out on a clean supply of clothes because of the limited packing space. That's how he came up with a great invention called the Scubba Wash Pack. You (8) _____ use the Wash Pack as a backpack and a portable washing machine – one that requires no electricity and very little water. So whether you are hiking in the Alps or walking (9) _____ a forest, you (10) _____ to worry about a fresh supply of clothes anymore! Ash came up with the idea (11) _____ 2010 and by 2012 the Scubba Wash bag was ready for the public. It is not only used by travellers, but also by gym goers and university students. (12) _____ of them are very enthusiastic about the invention. Ash had always said that (13) _____ the wash bag would turn out to be a hit, he'd leave his job to focus on perfecting the bag. And that's just what he did.

5 Grammar

Circle the correct tense in the sentences.

- 1 I *am going* / *go* to the dentist on Friday morning.
- 2 The conductor stated that the train *is leaving* / *will leave* in a few minutes.
- 3 This club *always closes* / *is always closing* at 2am on Saturdays.
- 4 My mother says that my brother James *is going to be* / *will be* a good policeman.
- 5 I'm sure I *left* / *was leaving* my bag under this chair. Now it's gone!
- 6 Sue *walked* / *was walking* through the park when she *has met* / *met* a friend.
- 7 Mary *had gone* / *went* to Miami last week for a meeting.
- 8 I don't know if this is a good song. I *have never heard* / *never heard* it.

Speech card 1

Situatie

Je interviewt een Engels(e) jongen/meisje over zijn/haar toekomst voor een project op school. Jullie zijn bezig met hoe jongeren tegen hun toekomst aankijken. Stel hem/haar allerlei vragen over hoe hij/zij denkt over zijn/haar toekomst. Gebruik de info hieronder en vul zijn/haar antwoorden in.

- Bereid je rol eerst even voor.
- Jij begint het gesprek. Stel je eerst even voor en zeg waarom je hem/haar wilt interviewen.
- Gebruik de info hieronder en vul zijn/haar antwoorden in.
- Sluit het gesprek op een gepaste manier af.
- Wissel na het gesprek van rol. Ga naar *Speech card 4*.

Toekomstig beroep	
(Vervolg) opleiding	
Toekomstige hobby's	
Toekomstige woonplek	
Toekomstdromen	
Bedenk zelf ook iets...	

Speech card 2

Situatie

Je wordt geïnterviewd door een journalist die wil weten welke comedy-acteurs of stand-up-comedians je leuk vindt. Maak hieronder aantekeningen over je favoriete comedy-acteur of stand-up-comedian. Gebruik hiervoor Engelse *keywords*. Schrijf bijvoorbeeld informatie op over de grappen die ze maken, hoe ze eruitzien en in welke series ze spelen. Beantwoord de vragen van je klasgenoot met behulp van je aantekeningen. Je klasgenoot begint het gesprek.

Bereid je rol eerst voor. Gebruik *Stones 2* en *3*.

Wissel na het gesprek van rol. Ga naar *Speech card 5*.

Speech card 3

Situatie

Je interviewt een klasgenoot over een meubel dat hij/zij heeft gemaakt. Je klasgenoot vertelt eerst wat voor meubel hij/zij heeft gemaakt. Daarna maak je aantekeningen over de vragen die je wilt stellen.

- Jij begint het gesprek.
- Stel ten minste vijf vragen (bijvoorbeeld over gebruikte materialen, inspiratie voor het product).
- Sluit het gesprek op passende wijze af.

Bereid je rol eerst voor. Gebruik *Stones 4* en *5*.

Wissel na het gesprek van rol. Ga naar *Speech card 16*.

Speech card 4

Situatie

Je bent Sam Watford. Je wordt geïnterviewd door iemand van een tijdschrift voor jongeren. Het tijdschrift is bezig met een artikel over hoe jongeren tegen hun toekomst aankijken. Geef antwoorden met behulp van de gegeven informatie.

Toekomstig beroep	verpleger / verpleegster in een ziekenhuis
(Vervolg) opleiding	verpleging / stage in buitenland / vrijwilligerswerk
Toekomstige hobby's	wildwatervaren en hardlopen
Toekomstige woonplek	platteland / vrijstaand huis / tuin / klein stadje of dorp
Toekomstdromen	arts worden in een land in Afrika / de marathon lopen
Trouwen/kinderen	vrijgezel blijven / misschien ooit een keer samenwonen / geen kinderen
Andere dingen...	zelf bedenken...

- Bereid je rol eerst voor.
- Je klasgenoot begint het gesprek.
- Sluit het gesprek op een passende manier af.

Speech card 5

Situatie

Je werkt voor het tijdschrift *Fun Matters* en je interviewt iemand over zijn of haar favoriete comedy acteur of stand-upcomedian. Bedenk ten minste vijf vragen die je wilt stellen. Stel de vragen en schrijf de antwoorden op in Engelse *keywords*. Jij begint het gesprek.

Bereid je rol eerst voor. Gebruik *Stones 2* en *3*.

Speech card 6

Situatie

Je hebt een vacature gezien bij een bouwmarkt. De eigenaar van de bouwmarkt is op zoek naar iemand die leiding kan geven in het magazijn en voorraden in de winkel kan aanvullen. Je besluit te solliciteren en wordt uitgenodigd voor een gesprek.

- Bedenk eerst waarom jij de geschikte kandidaat voor de baan bent.
- Bedenk ook twee vragen die je wilt stellen tijdens het sollicitatiegesprek.
- Bereid je voor door aantekeningen te maken van je sterke punten, karakter en werkervaring (deze mag je eventueel ook verzinnen).

- Je klasgenoot begint het gesprek.
- Geef antwoord op de vragen van je klasgenoot.
- Stel zelf ook een paar vragen.

Bereid je rol eerst voor. Gebruik *Stones 8* en *9*.

Speech card 7

Situatie

Je bent Chris Walker en je wordt geïnterviewd door iemand van de schoolwebsite. De school is bezig met een project over hoe jongeren tegen hun toekomst aankijken. Geef antwoorden met behulp van de gegeven informatie.

Toekomstig beroep	manager bij een groot bedrijf
(Vervolg-)opleiding	economische opleiding / talen leren / stage bij een groot bedrijf
Toekomstige hobby's	leren skydiven en zeilen
Toekomstige woonplek	Londen / vrijstaand huis / tuin / in de buurt van een park
Toekomstdromen	wereldreis maken in een zeilboot
Trouwen/kinderen	vrijgezel tot dertigste / gezin stichten / drie kinderen
Andere dingen...	zelf bedenken...

- Bereid je rol eerst voor.
- Je klasgenoot begint het gesprek.
- Sluit het gesprek op een gepaste manier af.
- Wissel na het gesprek van rol. Ga naar *Speech card 11*.

Speech card 8

Situatie

Je wordt geïnterviewd door een journalist die wil weten welke comedy-acteurs of stand-upcomedians je leuk vindt. Maak hieronder aantekeningen over je favoriete comedy-acteur of stand-upcomedian. Gebruik hiervoor Engelse *keywords*. Schrijf bijvoorbeeld informatie op over de grappen die ze maken, hoe ze eruitzien en in welke series ze spelen. Beantwoord de vragen van je klasgenoot met behulp van je aantekeningen. Je klasgenoot begint het gesprek.

- Bereid je rol eerst voor. Gebruik *Stones 2* en *3*.

Speech card 9

Situatie

Je bent manager bij een bioscoop en je bent op zoek naar een nieuwe medewerker voor het ontvangen van bezoekers, de kaartverkoop en de verkoop van snacks en drinken. Je klasgenoot komt bij je solliciteren. Bedenk eerst wat de baan precies inhoudt. Bedenk ook vijf vragen die je wilt stellen tijdens het sollicitatiegesprek.

- Jij begint het gesprek op passende wijze.
- Stel je vragen en geef antwoord op eventuele vragen van je klasgenoot.
- Sluit het gesprek op passende wijze af.

Bereid je rol eerst voor. Gebruik *Stones 8* en *9*.

Wissel na het gesprek van rol. Ga naar *Speech card 6*.

Speech card 10

Situatie

Je hebt een vacature gezien bij een bioscoop. De manager van de bioscoop zoekt iemand voor het ontvangen van bezoekers, de kaartverkoop en de verkoop van snacks en drinken. Je besluit te solliciteren en wordt uitgenodigd voor een gesprek.

- Bedenk eerst waarom jij de geschikte kandidaat voor de baan bent.
- Bedenk ook twee vragen die je wilt stellen tijdens het sollicitatiegesprek.
- Bereid je voor door aantekeningen te maken over je sterke punten, karakter en werkervaring (deze mag je eventueel ook verzinnen).

- Je klasgenoot begint het gesprek.
- Geef antwoord op de vragen van je klasgenoot.
- Stel zelf ook een paar vragen.

Bereid je rol eerst voor. Gebruik *Stones 8* en *9*.

Wissel na het gesprek van rol. Ga naar *Speech card 15*.

Speech card 11

Situatie

Je bent een medewerker van een jongerentijdschrift en je interviewt een Engels(e) jongen/meisje over zijn/haar toekomst voor een artikel over hoe jongeren tegen hun toekomst aankijken. Stel hem/haar allerlei vragen.

- Bereid je rol eerst voor.
- Jij begint het gesprek. Stel je eerst even voor en zeg waarom je hem/haar wilt interviewen.
- Gebruik de info hieronder en vul zijn/haar antwoorden in.

Toekomstig beroep	
(Vervolg) opleiding	
Toekomstige hobby's	
Toekomstige woonplek	
Toekomstdromen	
Bedenk zelf ook iets...	

Speech card 12

Situatie

Je interviewt een klasgenoot over een kledingstuk dat hij/zij heeft gemaakt. Je klasgenoot vertelt eerst wat voor kledingstuk hij/zij heeft gemaakt. Daarna maak je aantekeningen over de vragen die je wilt stellen.

- Jij begint het gesprek.
- Stel ten minste vijf vragen (bijvoorbeeld over gebruikte materialen, inspiratie achter het product).
- Sluit het gesprek op passende wijze af.

Bereid je rol eerst voor. Gebruik *Stones 4* en *5*.

Speech card 13

Situatie

Je werkt voor het tijdschrift *Fun Matters* en je interviewt iemand over zijn of haar favoriete comedy-acteur of stand-upcomedian. Bedenk ten minste vijf vragen die je wilt stellen. Stel je vragen en schrijf de antwoorden op in Engelse *keywords*. Jij begint het gesprek.

Bereid je rol eerst voor. Gebruik *Stones 2* en *3*.

Wissel na het gesprek van rol. Ga naar *Speech card 8*.

Speech card 14

Situatie

Je hebt een meubel ontworpen dat heel populair is. Je wordt hierover geïnterviewd door een journalist.

Bepaal eerst wat voor meubelstuk het is en vertel dat aan je klasgenoot (de journalist) voordat je het gesprek begint. Vul daarna de tabel in. Gebruik Engelse *keywords*.

Piece of furniture	
Materials used	
Inspiration	
What it looks like	
How it was made	
Other information	

- Je klasgenoot begint het gesprek.
- Beantwoord de vragen van je klasgenoot met behulp van de info uit de tabel.
- Vraag wat je klasgenoot van jouw design/product vindt.
- Sluit het gesprek op passende wijze af.

Bereid je rol eerst voor. Gebruik *Stones 4* en *5*.

Wissel na het gesprek van rol. Ga naar *Speech card 12*.

Speech card 15

Situatie

Je bent eigenaar van een bouwmarkt en je bent op zoek naar iemand die leiding kan geven in het magazijn en de voorraden in de winkel kan aanvullen. Je klasgenoot komt bij jou solliciteren. Bedenk eerst wat de baan precies inhoudt. Bedenk ook vijf vragen die je wilt stellen tijdens het sollicitatiegesprek.

- Jij begint het gesprek op passende wijze.
- Stel je vragen en geef antwoord op eventuele vragen van je klasgenoot.
- Sluit het gesprek op passende wijze af.

Bereid het gesprek eerst voor. Gebruik *Stones 8* en *9*.

Speech card 16

Situatie

Je hebt een kledingstuk ontworpen dat heel populair is. Je wordt hierover geïnterviewd door een journalist.

Bepaal eerst wat voor kledingstuk het is en vertel dat aan je klasgenoot (de journalist) voordat je het gesprek begint. Vul daarna de tabel in. Gebruik Engelse *keywords*.

Clothing	
Materials used	
Inspiration	
What it looks like	
How it was made	
Other information	

- Je klasgenoot begint het gesprek
- Beantwoord de vragen van je klasgenoot met behulp van de info uit de tabel.
- Vraag wat je klasgenoot van jouw design/product vindt.
- Sluit het gesprek op passende wijze af.

Bereid je rol eerst voor. Gebruik *Stones 4* en *5*.



Acknowledgements

Text Theme 3, exercise 13: www.theguardian.com/money/2014/feb/04/how-become-food-stylist

Text Bridging the Gap Year 3, Theme 2, exercise 2: <http://health.usnews.com/health-news/articles/2012/08/06/why-some-of-us-are-thrill-seekers>

Stepping Stones is meer dan dit boek.

De boeken, het digitale lesmateriaal en het docentenmateriaal vormen samen het complete pakket van de methode *Stepping Stones*.

Werken met computer, tablet, boek of digibord, op school of thuis: met *Stepping Stones* is alles mogelijk.

Ga naar www.steppingstones.online.noordhoff.nl voor het digitale materiaal voor leerling en docent.

Noordhoff Uitgevers

